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ABSTRACT

A study examined the effectiveness of the third year of implementation of the CONSULT-I program, which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties. Six elementary classroom teachers at South Avondale Elementary School in Cincinnati, Ohio, volunteered to participate in the project. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the 30 Afro-American students at the end of the year. Results (consistent with previous projects) indicated that: (1) teachers believed that the recommendations made by Consult Reading were efficient and effective; (2) 92% of the learners had positive changes in affect and 88% had positive changes in attitude; (3) 96% of the students made significant progress in the classroom; and (4) teachers reported an increase in parent contact and participation. Recommendations include: use Consult Reading strategies for all students, not just those students involved in the program; expand opportunities for peer tutoring in the classroom; identify and pay an onsite coordinator to mentor teachers; and encourage parent participation early. (Contains 9 references and 10 tables of data. Appendixes present the taxonomy of learner characteristics, results of 4 earlier studies, inservice agendas, and program assessment responses.) (RS)

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ED 385 821

CONSULT-I® READING

South Avondale Elementary School

Cincinnati Project

FINAL REPORT

JUNE 30, 1995

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Acknowledgments

In Cincinnati, Ohio

Our continuing thanks go to our neighbors in Ohio who have made it possible for us to demonstrate that outstanding results can be achieved in innercity schools when teachers, principal and administration unite in a vision of success for children who often seem destined to failure. Specifically, we extend thanks --

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CONSULT READING CINCINNATI PROJECT 1994-95

SOUTH AVONDALE ELEMENTARY SCHOOL

FINAL REPORT

Background

This is the third Consult Reading project conducted solely within the Cincinnati Public Schools. An earlier project (1991-92) included Cincinnati along with four other school districts in large cities of Ohio: Akron, Cleveland, Columbus, and Toledo. These projects are the outgrowth of work begun at the Reading Practicum Center (RPC) in 1983 when a unique opportunity to develop a subsystem for Consult -- Consult Reading -- was offered to Indiana University. Consult Reading would match learners with difficulties in reading with the most-likely-to-succeed instructional focus.

Consult, an expert system, is a computer program which uses statistical pattern recognition with artificial intelligence to rank likelihoods of outcomes. It was designed by Edward Patrick, M.D., Ph.D. and James Fattu, M.D., Ph.D. for use in the field of medicine. It has since been successfully used in other fields such as business, geology, and agriculture.

A pilot study using Consult was conducted (1983) to determine the potential of the program in education. The results demonstrated that it was a slightly better predictor than experts in the field and thus further exploration was justified.

An initial learner profile (taxonomy) developed by the RPC staff, contained 94 questions (with four to nine possible answers to each question) based on learner characteristics judged to predict success in learning to read. Through a mathematical winnowing process extending over months, the staff was able to reduce the profile to those twenty questions shown to discriminate between successful and non-successful learners (Appendix A). Responses to these twenty questions were entered for 218 learners to establish part of the knowledge base.

Through the years the RPC staff observed that changes in affect, attitude, and classroom success usually occurred before changes in standardized test scores, and were often a more significant indicator of an individual's emotional and intellectual growth. Thus it was decided that affect, attitude, and classroom success be the criteria for measuring learner progress. Descriptions of these changes for the 218 learners were categorized into high medium, and low and added to the knowledge base. (See Findings: Learners for examples taken from learners involved in this year's project.)

The final step in developing the Consult Reading subsystem was to determine which instructional strategy was the most successful for each learner in the knowledge base. These strategies were categorized into eight instructional focuses: comprehension, functional language, games, interest, language experience, motivation, self-concept enhancement, and study skills. The subsystem could now take the responses on the learner profile and recommend which instructional focus(es) would be most likely to bring about success for a given learner.

A field study of Consult Reading, made possible by a grant from Indiana University's School of Education's Maris and Mary Proffitt Fund, was conducted during the 1988-89 school year. Teacher and learner participants were from several schools in Indiana and one school in Massachusetts. Success was evidenced by learner evaluations which showed that 79% of the children were **choosing** to read more and 73% were **enjoying** reading more. Fifty-seven percent of the learners had a better attitude toward learning. (See Appendix B for complete results as presented in the study's final report.)

Concurrently with the field study, and in subsequent years, undergraduate and graduate students in Newman's and Metz's classes were asked to complete profiles for each of their learners. The recommendations made by Consult Reading were judged by the students to be on target 95% of the time. Parents and students involved in the Institute for Child Study's Interdisciplinary Clinic whose cases involved reading difficulties also completed profiles for processing by Consult Reading. Again, the recommendations of the program were judged appropriate.

The Consult Reading Ohio project, funded by the Ohio State Legislature, was conducted during the 1991-92 school year in inner-city schools of the five Ohio cities mentioned above.(See Appendix C for results.) Two subsequent projects at Cincinnati's South Avondale Elementary School were funded by the Cincinnati Public Schools. (See Appendices D and E for results.)

These three projects involved 34 teachers and 181 learners. Four of the teachers were involved in both of the projects in the Cincinnati school.

At the end of each project, teachers reported on changes in affect, attitude, and overall success (See section on Findings for current project for criteria, etc.) for each learner. The results for the three projects are reflected in Table 1.

Table 1

Changes in Affect, Attitude, Success

	High	Medium	Low
Affect	86 (48%)	67 (37%)	28 (15%)
Attitude	72 (40%)	83 (46%)	26 (14%)
Success (5 unrated)	53 (29%)	94 (52%)	29 (16%)

It was found that 85% of the children demonstrated a positive change, either high or medium, in affect. In other words, their feelings about reading and school had become more positive over the length of the project. At the same time, 86% of the children showed a positive change in attitude toward school and reading. Overall success (positive progress in the classroom) was shown by 81% of the learners.

Cincinnati 1994-95

Introduction

South Avondale Elementary School teachers and principal requested a continuation of the CONSULT-I (R) Reading Cincinnati Project at the end of the 1993-4 school year. The Cincinnati City Schools agreed to fund the project for its third year.

The goals of the project would remain the same:

1. To help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective, and that each learner has the greatest chance of success.

2. To help the learner enjoy reading (affect), to want to read (attitude), and thus become a better reader (success).

Participants

Originally eight classroom teachers volunteered to participate in the project. Two of the teachers who were new to the school later dropped out as they felt their teaching duties were too heavy as first year teachers to continue in the project. Four of the six remaining teachers had participated in the two earlier projects while two of the teachers were new to the program. Of the six teachers, four were part of teaching teams in first, second, and third grade combination classrooms; one was teaching fourth grade, and one fifth grade.

Each teacher chose learners who were below level in reading. A total of 30 learners were chosen including seven in first grade, six second grade, six third grade, five fourth grade, and six fifth grade. All of the learners were Afro-American. Sixty percent (18) of the children lived in single parent homes and 30 percent (9) in two parent homes. Of the other 10 percent, one lived with foster parents, one with other family members, and one with another family not falling into the above categories. Three of the children withdrew from the classroom before the end of the project.

Methodology

The methodology of this project is similar to that of previous projects. Teachers choose approximately five children in their classroom who are reading below grade level. Learner profiles are completed by the teachers and processed at the Reading Practicum Center. Instructional focus recommendations made by the Consult-I (R) Reading computer program are returned to the teachers for implementation throughout the remainder of the school year. Teachers are trained in the use of the learner profiles and implementation of recommendations through 4 inservices which are held at intervals throughout the school year. Material presented at the inservices is in response to classroom observations, questions from teachers, and reactions to anecdotal records and Affect Attitude Success Matrices.

Consult Reading is a dynamic, flexible program in which instruction should be creative and freeflowing as long as it responds directly to the recommended focus(es). The strategy booklet which describes each focus through suggested strategies and examples is meant as a guide for instruction. Teachers are encouraged to incorporate individual learner interests and needs in instruction.

One change in the program this year was a three-day school visitation at the end of January so teachers might be better guided in the use of the recommendations within their individual classroom curricula. This longer visitation allowed the Consult staff to spend one and a half hours in each classroom instead of the usual 20-30 minutes spent during a regular one day visit.

Teacher Training

A basic and essential part of the project is teacher training for collection of data for the learner profile, implementation of the recommendations, and learner assessment through anecdotal records, Affect Attitude Success Matrices, and questionnaires. The training is provided after the classroom observations through inservices spread throughout the school year conducted by the staff of the Reading Practicum Center. (See Appendix F for agendas.) These inservices include careful followup with teachers based on teacher questions and trainer observations. They are designed to effect one of the most difficult tasks in teacher training, i.e., change in teacher behavior.

Procedures

The initial inservice was held the afternoon of **November 10** after morning visits to each of the classrooms. Since there were new teachers in the project, much of the inservice was spent in explanations of the taxonomy and learner profiles, anecdotal records, and Affect Attitude Success Matrices. Teachers who had previously participated in the project enhanced the discussion through actual examples from previous years.

The Tulip lessons, introduced in the 1993-94 project as an across-grade, across-curriculum classroom project, were followed up with the distribution of 12 bulbs (six yellow and six red representing the school colors) to each teacher. Instructions were given for their planting. The bulbs had been donated by a local nursery in Bloomington, IN. Teachers discussed other plant lessons which they had tried or were currently using in their classrooms. They were especially interested in the children seeing the growth of the roots of various plants.

Teachers were also given time to write their goals for this year (Table 2). They were asked to write them from the learner's perspective. (One teacher was absent at this time and did not turn in goals for this year.)

The teachers were instructed to select their learners and complete a profile for each one by November 23. They were also asked to complete a materials order by this date.

Profiles from four of the teachers were received by the RPC on December 7. They were processed on December 8 and were returned to the teachers the first week of January after completion of official paperwork for the project. The fifth teacher sent profiles on January 23 which were processed on the 24th and returned to the teacher on the 25th. The last set of profiles were collected on the January 27 and processed and returned on the 30th.

The second visit to the school was **January 25-27**. Each classroom was visited for 1 1/2 hours by each of the trainers for a total of three hours of observation in each room. Half of the teachers met with the trainers after school on the 25th and the other half met on the 26th. At this time the teachers completed a form which asked for information concerning grade and reading levels of learners and their interests. Individual teacher concerns were also addressed at this time. A third meeting was scheduled for all teachers the afternoon of the 27th but was canceled due to bad weather.

The morning of the third day of the visit was spent in one of the 1-3 grade combination classrooms by both Consult Reading trainers. The lessons for the morning centered on the topic of chocolate. The box on the following page contains a sypnopsis of the observations of the trainers.

The third classroom visit/inservice was held **February 9**. Originally scheduled as a classroom visit and inservice meeting, the nature of the day had to be adjusted to accommodate a Consult staff emergency which necessitated the Research Associate to be away. The Director drove to Cincinnati Thursday morning arriving in time for a brief meeting with the principal followed by luncheon and the inservice meeting with the teachers.

The agenda for the meeting was covered quickly, although it became apparent that teachers new to the program didn't understand the process of filling out the Anecdotal Records. That process was reviewed with examples shared from the experience of the teachers who had been in the program the previous year. It was agreed that the teachers would then send these records by Friday, February 17. [A long illness of the coordinating teacher delayed the receipt of the Anecdotal Records until March 14.]

Examples of Unit Development Projects, theme units, from the Reading Practicum Center collection were shared. From examples developed by students working with troubled readers of all ages, the RPC staff had selected those which tied in closely with the recommendations provided by Consult for the participating children. Slides of work with an inner-city school in Buffalo, New York were also shared. These documented the effect of incorporating the language experience approach with bookmaking plus individualized reading for children reading many levels below grade level. The teachers enthusiastically examined the theme units. One teacher, in thanking the presenter, remarked on how much she had learned during the meeting.

The teachers were also enthusiastic in their support of the idea of building classroom libraries through attending garage sales, library sales, etc. One teacher asked to purchase books provided by project money from a local outlet. Others were to send their

CHOCOLATE

As first through third grade learners walked into one of the classrooms on January 27, 1995, they found the word "chocolate" written on the blackboard and three third grade boys setting up a small table in one corner of the room with the ingredients necessary for chocolate fondue. Two large chocolate bars were broken into small pieces and placed into a crock pot to be melted for the fondue. As the chocolate melted, kiwis and apples were sliced.

The rest of the class was set to work and the three boys sat around the small table. The boys were asked if they knew where chocolate came from. One boy suggested that it was mud mixed with sugar. An encyclopedia was introduced (the boys' first experience with these books), a short discussion of guide words was conducted, and the boys were asked to find chocolate. They quickly found the correct section much to their delight and then read in chorus the material under chocolate. They were asked to write on the blackboard what they had discovered about chocolate. As they wrote there was peer helping and on their own initiative they checked the spelling of "cacao" in the encyclopedia.

It was now time for classes to change. The chocolate had not completely melted yet, but the children in the classroom were allowed to at least taste the kiwi as they left. The next class in the room was made up of first graders only. The teacher introduced the word "chocolate" and the "ch" sound. As she repeated the sound with the children, she began forming a line representing a train and had the children follow her around the classroom repeating the "ch" sound. The children then passed by the fondue pot and each child was handed a slice of apple which had been dipped into the melted chocolate as they repeated the "ch" sound.

When the children returned to their desks, they received a sheet of lined paper and were asked to copy the letters "ch" on the paper. They then added other words containing the "ch" combination.

book purchase choices to the project staff to purchase.

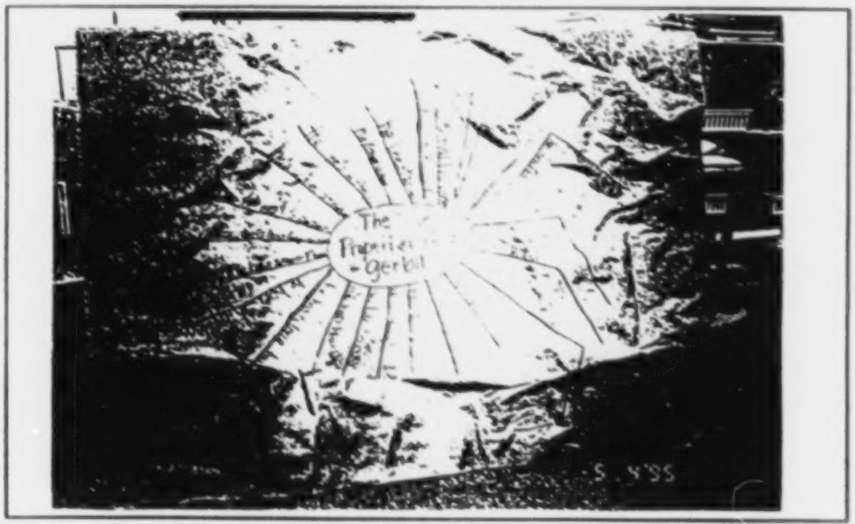
The principal joined the group when her schedule permitted, and made note of the fact that the one non-attending teacher, called on to attend a meeting regarding gifted and talented instruction in Columbus, had remarked on how sorry she was to miss the Consult meeting.

A spirit of warm camaraderie and mutual support prevailed during the meeting. These teachers, working against what sometimes appears as insurmountable odds, are hungry for means of reaching their children and improving their instruction.

The fourth classroom visit/inservice was held on **March 23**. Classrooms of participating teachers were observed in the morning. Most of the teachers were preparing their students for the California Achievement Test which was to be administered the following week.

The inservice was held in the afternoon beginning with lunch. Those teachers who had turned in their anecdotal records received feedback on needed changes. Other records were collected to be read and returned as soon as possible.

Based on observations in the classroom from previous visits as well as questions from the teachers, semantic mapping was presented as a method for teacher and learner organization of knowledge. Sample semantic maps (Heimlich and Pittelman, 1986) were shown for content area material and stories.



Semantic map on gerbils, developed by first-to-third grade classroom.

Parent contact was discussed with a possible parent meeting combined with the next visit/inservice suggested for all parents of participating learners. The program would be discussed and parents would be recognized for their role in supporting the program. Later it was decided that this parent meeting should be held at the beginning of the project year the following fall.

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Between the third and fourth inservices the staff of the RPC went to the Monroe County Public Library (Bloomington, IN) to obtain children's books which they were placing on sale. Six shopping bags of books (four at primary level and two at intermediate level) were presented to the teachers at this inservice.

Also presented to the teachers were book orders purchased with project monies. These project-purchased-books and those from the library were to be placed in classroom libraries. Teachers were again encouraged to attend garage sales, etc. to enlarge these libraries. Teachers appeared preeminently grateful and enthusiastic to be given this boost in developing classroom libraries.

The final visitation/inservice was **May 4**. Classrooms were visited in the morning and the inservice was conducted in the afternoon. The last of the teacher material orders was delivered.

Teachers shared learner products and highlights from the Consult project in their classrooms. They also discussed how they had incorporated semantic mapping into their curriculum.

Final assessment forms for both the program and the learners were given to the teachers and discussed. The criteria for judging success of the learners were presented (Table 5). Teachers were asked to complete the assessment forms and return them to the RPC with anecdotal records and Affect Attitude Success Matrices by May 19.

Findings

Process (the functioning of the program) and product (the success of the learners) are the elements of evaluation examined at the end of this project. The teachers were asked to complete one questionnaire concerning the process and a second questionnaire for each learner concerning the success of the individual learner. As in last year's project, there was a mix of new and previous participants so the process questionnaire contained questions appropriate for both groups, questions appropriate for new participants, and questions appropriate for previous participants. These are designated accordingly below. (See Appendix G for complete set of responses.)

The findings reported by the teachers on the above discussed questionnaires and the Affect Attitude Success Matrices are presented in the following section. The topic of the questions to which the teachers responded are presented in bold. The numbers in parentheses following teacher quotes refer to specific individuals and their school assignments, i.e. (61, grades 1-3). Although it might appear that many of the responses, i.e. findings, would almost seem foregone in most teaching situations, we became conscious that this was not the case in several instances. Discussion surrounding these findings is presented following the findings.

Program (Process)

1. (All). **Awareness of learner needs and interests.** All of the teachers reported that the project helped them know what their learners' interests and needs were. Responses included: "it made my job much easier to reach them through their interests" (61, grades 1-3) and "the project allowed me more avenues to learn my learners' needs and interests" (63, grades 1-3).

2. (All). **Recommendations assist in focussing instruction for the individual learner.** The teachers responded that the recommendations helped them to focus on the individual and "set up lessons that were geared toward a particular individual" (66, grade 5).

3. (All). **Average amount of time spent each week.** Teachers reported spending an average of one to four hours each week. Two teachers reported spending about three hours per week, one teacher three to four hours, and two teachers one hour.

Two of the teachers spent time with the Consult learners after school. Although teachers are encouraged to use regular classroom time for Consult, many times they choose after school hours in order to keep other children in the classroom from wanting to become involved in the Consult Reading activities or in order to devote full attention to Consult Reading learners.

4. (All). **Change in instruction.** Several changes in instruction were reported by the teachers in response to this question including "using the tape recorder more... and more writing things on board" (61, grades 1-3), "incorporation of more books... for many skills development activities" (63, grades 1-3), and "better understand[ing] my students and address[ing] their needs/interests" (66, grade 5).

. 5. (All). **Parent reactions.** This question contained three parts: parent contact, participation, and reaction. The teachers reported that all parents of participating learners were contacted. Parent participation varied from two of the five parents of the Consult Reading learners in a classroom to all five of the parents in two of the classrooms. One teacher reported that "one parent brought after school snacks, one brought new easy books" (62, grades 1-3).

All of the parents appeared to be interested and pleased with the help their children were receiving. One teacher reported that the parents were "overjoyed!" (62, grades 1-3). Another reported that the parents "could even see the growth in working with them at home" (64, grades 1-3). In one classroom "two of the parents would come every evening just to see what was going on and what progress was going on" (61, grades 1-3).

6. (All). **Supplies augment instruction.** As reported in the previous section, supplies (paper, books, award certificates) were purchased with project money for use by the teachers with the Consult Reading children. Responses from teachers varied from "They were great. My whole class wants to use the books at free time and many are wanting to share more at storytime" (61, grades 1-3) to "help[ed] save me from purchasing so many supplies out of my personal pocket" (63, grades 1-3).

7. (All). **Suggestions for individualized reading and semantic mapping influence instruction**. Two teachers responded to the suggestion for individualized reading. They reported that it was beneficial and a great idea.

All of the teachers responded positively to the semantic mapping suggestion. Reponses included "the children enjoyed mapping their ideas and subjects" (62, grades 1-3) and "It helped by giving me a way to get the student interested...." (66, grade 5). During the last visit to the school, a semantic map concerning hamsters was observed in one of the 1-3 grade classrooms. The map had been strategically placed under the hamster cage.

8. (All). **Site visits/inservices**. All of the teachers responded positively to this question, but from varying viewpoints. Items mentioned were "more knowledge on various ways... to work with a given child" (61, grades 1-3), "opportunity to discuss with other staff and IU personnel problems and concerns" (63, grades 1-3), and "students enjoyed having them come and work with them in the classroom" (64, grades 1-3).

9. (Previous). **Implementation and documentation given previous experience**. The four teachers with previous experience in the project were split in their responses to this question. The two teachers who thought it was easier can be represented by this response:

> Yes, most of the time. I understood what methods to use with the children. I recently learned how important documentation is ... [when] sharing with a parent. (62, grades 1-3)

The other two teachers appeared to feel that "it was about the same as the first year..." (63, grades 1-3).

10-13. (New) The one teacher to respond to these questions reported agreement with all of the statements: recommendations are practical, strategy booklet was useful, strategy explanations are easy to understand, and explanations of the project were adequate. The other teacher's data are missing.

14. (All). **Best parts of the project**. Four of the teachers, in reporting the best parts of the project, included the Consult Reading staff members' knowledge and feedback. Other items mentioned were the strategies and the opportunity to see "the child's attitude and self-esteem change for the better" (61, grades 1-3).

15. (All). **Suggestions for project**. Three of the teachers listed suggestions for the project. The suggestions were: "work a little closer with teachers to fill out [anecdotal records]... maybe give an example or two" (62, grades 1-3) [Ed. note: Actual examples of completed anecdotal records are given to each teacher and discussed at the beginning of the program. Teachers were also given an opportunity for feedback on their records later in the year.]; "continue" (63, grades 1-3); and "do more on site visits" (64, grades 1-3).

16. (All). **Learned from experience in project**. Three of the teachers reported that they had learned that all children can learn. The reasons behind this observation varied from "if the proper strategies are applied" (61, grades 1-3) to "if you give them more attention" (62, grades 1-3) to "it doesn't matter if [a student's growth isn't the same as his or her own peers" (64, grades 1-3).

Other items mentioned by these teachers and the others in the project were the importance of documentation (61 and 62, grades 1-3) and addressing a child's interests (61 and 64, grades 1-3; and 66, grade 5): "that all children want to learn how to read" (62, grades 1-3); "how students... learn and teach each other" (63, grades 1-3); and that it is "important to let students be more creative, share ideas, and most of all read to them daily as ... a good role model" (64, grades 1-3).

The last question on the program questionnaire asked teachers to respond to the goals which they had written at the beginning of the project. They had been asked to form the goals from the learner's viewpoint. Not all of the goals were actually written from this perspective so RPC staff reworded goals to show both teacher and learner viewpoint. The teacher responses are included in Table 2.

Table 2

Teacher Responses to Original Goal Statements

Teachers' original goals were projected at our first inservice in November 1994. In order to make the final evaluation more meaningful, the November goals were separated by Consult-I staff into teacher and learner goals. Representative samples of the November goals and May responses are provided below.

Original Goal	Response to Original Goal
Teacher 61 Teacher Goal - Meet individual motivational needs.	Find the interest of each child and the motivation is there.
Learner Goal - Child will demonstrate eagerness to read.	When he feels successful within himself and is able to demonstrate this he will be very eager to read, to share and be encouraged to pick up many books.
Teacher 62 Teacher Goal - To improve Timothy's attitude toward reading.	Timothy hated reading in the beginning. Now he gets upset when he has to stop reading. I cannot pull him away from a book he wants to see.
Learner Goal - Timothy will express positive attitude toward reading.	Now Timothy is a first grader. He has developed an interest to sit in on every reading group in the class. We are a multi-age school. Tim asked permission to work on a third grade social studies book we were using in a small group.
Teacher 63 Teacher Goal - Assist children to identify ways in which reading affects all areas of life.	This goal is one the teacher could see students use daily. With the exposure to all areas and activities, students demonstrated knowledge of reading importance.
Learner Goal - Will identify ways in which reading affects all areas of life.	Students were exposed to reading for school work, to buy items, to market products, to know the difference between good choices and bad.
Teacher 65 Teacher Goal - Assist children to read at third grade reading level.	The strategies that were implemented [were] effective in helping each learner attain a third grade reading level.
Learner Goal - Will read at third grade reading level.	Each student is [now] reading at about a third grade level. The learners were at a slightly lower than third grade level in September.... I found that all of my children can overcome their weaknesses when the right strategy is used. I hope that each of my students is followed up next year.
Teacher 66 Teacher Goal - Assist children to read independently.	By knowing what motivates and interests the child, he/she started to be more independent.
Learner Goal - Will read independently.	Because the child has something he/she likes, this led to the child being more independent and getting more enjoyment out of reading.

Learner Outcomes (Product)

Learner outcomes or success of the learner in Consult Reading is measured by changes in **affect**, **attitude**, and overall **success**. Samples of the criteria used for rating these changes are shown in Tables 3 - 5. The changes are categorized into three groups -- high, medium, and low. Examples for changes in affect and attitude were extracted from statements made by the teachers on the Affect Attitude Success Matrices in November (the beginning of the project) and in May (the end of the project). The ratings for affect and attitude were determined by the personnel of the RPC after a review of the entries made by the teachers.

Table 3

Criteria & Examples for Changes in Affect

High			**Very positive feelings at end of project**
	Ex.	Nov -	hates everything, especially reading
		May -	enjoys reading, happier
	Ex.	Nov -	upset, frowned often
		May -	likes to come to school
Medium			**More positive feelings at end of project, still room to grow**
	Ex.	Nov -	lacks self-confidence
		May -	still improving in self-confidence
	Ex.	Nov -	mostly pleasant, moody at times
		May -	seems more confident
Low			**Feelings have changed little or not at all, negative**
	Ex.	Nov -	feels he can't do assigned work
		May -	feels left out
	Ex.	Nov -	gets along well with other students
		May -	has not changed much

Table 4

Criteria & Examples for Changes in Attitude

High			**Very positive feelings at end of project**
	Ex.	Nov	will try to avoid doing the work if too difficult
		May	does not give up, very motivated to learn
	Ex.	Nov	very negative toward reading
		May	shows he wants to learn
Medium			**More positive feelings at end of project, still room to grow**
	Ex.	Nov	wants to do well, worries
		May	puts forth better effort
	Ex.	Nov	very unsure
		May	better attitude toward learning
Low			**Feelings have changed little or not at all, negative**
	Ex.	Nov	cocky, spoiled, talks back
		May	willing to learn but thinks he knows it all already
	Ex.	Nov	high frustration, fights
		May	totally against discipline, not much desire to improve

Table 5

Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in November and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

The rating for success includes not only the entries on the Matrix but year-long observation as well. Thus, it was deemed more appropriate to ask the teachers to rate overall success. They were given the criteria at the last inservice and asked to enter the rating on the learner assessment questionnaire completed in May.

Tables 6-9 present learner changes in affect, attitude, and overall success. Only those children who participated in the project for the entire time are included (n = 27). The overall project end ratings for affect, attitude and success are presented in Table 6. Tables 7-9 show the ratings distributed by grade.

Table 6

Affect, Attitude, Success

	High	Medium	Low
Affect	13 (48%)	12 (44%)	2 (8%)
Attitude	12 (44%)	12 (44%)	3 (12%)
Success	9 (33%)	17 (63%)	1 (4%)

Positive changes in **affect** (high and medium) were shown by 25 (92%) of the learners. Eighty-eight percent (n = 24) of the learners demonstrated positive changes in attitude. Overall success was shown by 26 (96%) of the children. (See Table 6.)

Table 7

Changes in Affect by Grade Level

	High	Medium	Low
Grade 1	5 (71%)	1 (14%)	1 (14%)
Grade 2	3 (50%)	2 (33%)	1 (14%)
Grade 3	3 (50%)	3 (50%)	0
Grade 4	2 (50%)	2 (50%)	0
Grade 5	0	4 (100%)	0

By grade level (Table 7), all of the learners in grades 3-5 had positive changes in affect. Grades 3 and 4 were evenly split between high and medium changes. All grade 5 children demonstrated medium changes in affect. Seventy-one percent of the first graders had high changes and 14% medium changes for a total of 85% with positive change. The second graders had 50% with high change and 33% with medium change for a total of 83% with a positive change in affect. Only two children -- one in first and one in second -- showed little or no change in affect.

Table 8

Changes in Attitude by Grade Level

	High	Medium	Low
Grade 1	4 (57%)	2 (29%)	1 (14%)
Grade 2	3 (50%)	2 (33%)	1 (17%)
Grade 3	3 (50%)	3 (50%)	0
Grade 4	2 (50%)	2 (50%)	0
Grade 5	0	3 (75%)	1 (25%)

Positive changes in **attitude** (Table 8) were shown by all of the children except three -- one each in first, second, and fifth grades. In grades 3 and 4 all the learners showed positive change with number of children with high and medium change being equal. Eighty-six percent of the first graders had positive changes in attitude with 57% high and 29% medium. The second grade had 83% with positive changes. High changes in attitude were shown by 50% and medium by 33%. Seventy-five percent of the grade 5 learners demonstrated positive change in the medium range.

Table 9

Success by Grade Level

	High	Medium	Low
Grade 1	2 (29%)	5 (71%)	0
Grade 2	1 (17%)	4 (66%)	1 (17%)
Grade 3	1 (17%)	5 (83%)	0
Grade 4	0	4 (100%)	0
Grade 5	0	3 (75%)	1 (25%)

Overall **success** in the high and medium categories was demonstrated by 100% of the learners in grades 1, 3 and 4 (Table 9). All but one child in each of grades 2 and 5 also showed success rated in the high and medium categories.

Table 10

Changes in Self-Concept by Grade Level

	High	Medium	Low
Grade 1	4 (57%)	3 (43%)	0
Grade 2	3 (50%)	2 (33%)	1 (17%)
Grade 3	2 (33%)	4 (67%)	0
Grade 4	0	4 (100%)	0
Grade 5	0	4 (100%)	0

Because changes in **self-concept** are often observed and recorded by teachers, they were asked to rate changes in self-concept for each child. Table 10 presents these findings. With one exception, all the children showed positive changes in self-concept. The learners in grades 4 and 5 demonstrated medium changes. Grade 1 had the greatest number of children with high changes (4 or 57%) followed by grade 2 (3 or 50%) and grade 3 (2 or 33%).

One question on the learner assessment questionnaire directed teachers to report whether Consult Reading had made a difference for the individual child. Responses by teachers indicated that Consult Reading had made a difference for all of the learners with the possible exception of one child whose behavior fluctuated radically.

Representative comments which reflect the positive difference for the children are as follows:

> * wants to read everything she can get her hands on, is so eager to read that sometimes it is very hard to slow her down (46105, grade 1)
>
> * now seeing how his language can be included in a story plot (46301, grade 1)
>
> * more into reading - feels much better about himself and tries hard (46102, grade 2)
>
> * when he enters the room, begins to read automatically (46201, grade 3)
>
> * tries to do best majority of time, grades have improved behavior has changed, stays more on task (46403, grade 3)
>
> * yes, more confident in abilities, still has some work to do but now has better outlook (46502, grade 4)
>
> * found the work more enjoyable, even went beyond the required work (46605, grade 5)

Discussion

Goals Met

As in previous projects, the goals stated in the introduction to this year's project were met. Teachers found Consult Reading recommendations efficient and effective and learners enjoyed reading, wanted to read, and read more successfully.

Effectiveness and Efficiency Demonstrated

The effectiveness and efficiency of the program was reported by the teachers through such comments as "[I learned] that all children can learn" (61, 62, and 64, grades 1-3). Effectiveness was also shown through the statements the teachers made concerning the difference the program brought about for each individual child. In every case, except one, it was reported that the program had made a difference. In the one exception, it was felt that the program had had some impact.

Program efficiency was reflected in teacher statements about their ability to focus instruction to the individual child. Representative comments are ones such as "I was able to know the direction to best help..." (63, grades 1-3) and "It helped choose various activities and /or focus my lessons..." (64, grades 1-3).

In considering the development of efficient and effective instruction there are obviously many factors to take into consideration. Teacher training, with its concomitant goal of change in teacher behavior, must live with differences in teacher background, philosophy, training, age, experience, attitude and feelings toward characteristics of learners. And though effecting behavioral change may be an ardent hope in the thought of project leaders, the demands of teaching in an inner-city school will thwart such a hope unless tenaciously confronted. The South Avondale teachers participating in the Consult Reading project were dedicated to the goals of the project and hardworking on behalf of their students. However, when one is responding to claims from several directions, as they were, some project demands are likely to suffer, especially when the project directors are a state away! When we worked with the major First Grade Study: University of Iowa/Cedar Rapids, Iowa (1964-1966) we were in and out of the 53 first grade classrooms every week. One teacher in the South Avondale project voiced it when she said, "I wish you could be here with us every week. We learn so much in these meetings." But time and expense would not allow such fine tuning, as desirable as it might have been.

Even so, we were struck recently by how closely the characteristics of successful schools identified by Dr. Suellen Reed, Superintendent of Public Instruction for Indiana, are mirrored in the Consult Reading application for South Avondale.

Successful schools

- Have principals who are strong leaders.
- Tailor teaching strategies to the needs of individual students.

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- Make effective use of technology.
- Provide strong professional development programs for teachers.
- Have teachers who work together in teams.
- Encourage parent and community involvement.

(Reed speaking to Bloomington Downtown Rotary Club, as quoted in Bloomington Herald-Times, 6/21/95, pp. C1, C3.)

Learners Demonstrated Success

Ninety-six percent of the learners demonstrated positive progress in the classroom as reflected in changes in reading level and improved grades. This high percentage of success would not ordinarily be expected in the regular curriculum since all of these children at the beginning of the project had difficulty in reading and were some of the lowest children in the classrooms.

Positive Changes Shown in Affect, Attitude, Success

When looking at the percentage of children with positive changes in affect, attitude and success, all those in this project were higher than the combined percentages for the three previous projects. This year 92% of the children demonstrated positive changes in affect in contrast to 85% of the children in the previous projects. Positive change in attitude was reflected by 88% of the learners this year in contrast to 86% previously. The difference was especially noticeable in the overall success rate with 96% of the children making significant progress in the classroom in contrast to 81% in previous projects.

These differences may be attributable to the fact that four of the six teachers had participated in previous projects. Indeed, three teachers were third year participants. Neither of the two new teachers reported that their learners had achieved high success, although they reported positive progress for all their children.

Parents Supported Program

Teachers reported an increase in parent contact and participation this year. Many parents reported being happy about the program and its results. Over the course of the four projects, this aspect of the program has become steadily stronger.

Organizational Changes Made in School

One change in the school this year did have some effect on the Consult Reading project. The primary grades (1-3) were combined in a new program. Approximately ninety children, evenly divided between the three grades, were contained in each group with three teachers team-teaching the group. At times the children were divided by grade level and at other times the three levels were combined across the three classrooms. Approximately every 30 to 45 minutes the children were regrouped as different aspects of the curriculum were taught.

As this was a new program, teachers were required to put much time and effort into development of the curriculum throughout the school year. This is undoubtedly one of the reasons that requested information such as learner profiles, anecdotal records, and year-end assessment questionnaires was delayed.

Conclusions

Learners

Affect, attitude, success. As indicated in earlier reports, our observations at the Reading Practicum Center have led us to place emphasis on changing a learner's outlook even as we concentrated on substantive cognitive changes. This year's experience in South Avondale corroborates the validity of this emphasis. As the learner's feelings (affect) and broader outlook (attitude) have changed it is as though the way were opened for the changes in academic performance documented as advances in texts, reading groups, or grade level. Our conclusion then is that because this perception has demonstrated validity, it should be explored further.

Knowing the needs and interests of the learner. We continue to be fascinated by what a surprise the knowledge of interests and its impact on instruction appears to be for participating teachers. The comments included in the Findings section once again underline the phenomenon. It is as though we sometimes forget, in the press of responding to curriculum demands, that we are dealing with real people, children and youth who grow at different rates, come from different settings, and have varying degrees of support and responsibility at home. Getting to know the learner continues to be as significant as it was for Anna in the "The King & I." Linking some form of Informal Interest Inventory with Consult Reading recommendations at the beginning of the school year has been a revelation to the South Avondale teachers. Learning to tie learner interests to instruction continues to be their challenge. However, as this is done, each child becomes the recipient of individualized teaching and learning becomes more natural and spontaneous -- even as children before they enter school learn quickly the mountains of information with which they are confronted.

Comprehension. A cardinal point in working with troubled readers is that they experience success with each encounter. Starting with needs and interests of the learner, as mentioned above has a significant impact on the comprehension of the learner because children and adults, too, build better bridges to new learning when they can successfully "hook it" to something they already know. Since Consult Reading starts with identifying most likely to succeed focuses, learners build on success rather than frustration and failure.

Benefits to all children. One interesting outcome of using Consult Reading is that many children in a classroom benefit even though the teacher may focus on specific application with only one or two children. This happens in many of the classes with which we've worked as teachers have asked if "it was all right" to apply the Consult Reading strategies "to the other chidlren in the class." As teachers learn more about truly individualizing instruction, their intuitions tell them to broaden the scope of what they are doing. And as they do, inevitably other children are benefited. Awareness builds and teachers become more willing to explore alternative strategies.

Working with younger children. Although Consult Reading is beneficial to children K-12, it is apparent from the findings in this project that "sooner" is better, although we recognize the upper-level teachers in this project were new. Therefore, we should perhaps not draw this conclusion without possible qualification. That is, working with children in the primary grades is more likely to have an impact on more of the children and thus will benefit them and continue to benefit them as they move through the grades.

Self-concept enhanced. As was the case with the first and second grade studies in Cedar Rapids, Iowa (Reid and Beltramo, 1965; Reid, Newman, Beltramo, and Muehl 1966), the children in the Consult Reading groups think of themselves as special, rather than as the disdained "low group." Consequently, their self-concepts are positively affected. They are looked upon with approval by classmates and subsequently view themselves as capable, achieving learners -- which indeed they have proven themselves to be.

Teachers

Effecting change. Consult Reading is designed to effect change in learners. Our experience over the past several years has shown that it is also a powerful means of effecting the kind of change we saw in these teachers. Given a teacher's desire to progress, the delicate position on the part of the project personnel of being a guest in the school is made more tenable. In our opinion, the support of the school principal is vital to the success of the program, and were Consult Reading to be adopted for a school system, it would be crucial for central administrators to understand and support the underlying principles and concepts of the program.

Office of the South Avondale Elementary School

We have been fortunate in having, at South Avondale, a principal who has wholeheartedly supported the Consult Reading program, who has attended our inservice meetings whenever possible, and who has worked far beyond duty calls to identify all the South Avondale students as gifted and talented -- every one! This can-do spirit has certainly benefited our work and made all the difference in implementing the Consult Reading program. Only through such genuine support can real change be effected.

Understaffed, overworked. However, having noted the remarkable spirit pervading South

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Avondale, which we have been privileged to observe over a three year span, and having acknowledged the creativity on the part of the Principal in meeting constant withdrawal of support personnel, we contend that our society as a whole must understand that we cannot continue to scrape to the bone and expect outstanding educational results. There are only so many hours in the day and only so many programs can be implemented at once, given understaffed, overworked personnel. We salute with genuine respect the gallant teachers and principals who give so much to provide a decent educational experience for children. We challenge those who have never experienced the fervor of 32 energetic third graders to visit, or better yet, volunteer, to help keep the American dream of equal education for all alive.

Individualizing instruction revisited. Many attempts have been made to individualize instruction. Some of the most recent, including identifying learning styles and Reading Recovery, have varying degrees of effectiveness and cost. Consult Reading recommendations are a realistic answer to the crying need for individualized instruction without the necessity of pulling children out of the classroom or having to respond to 25-30 Individualized Educational Program (IEP) recommendations for a given learner. Each child is the recipient of individualized instruction using the most-likely-to-succeed focus for that child.

Consult Reading encourages a diversity of approaches to teaching. Eight different instructional focuses are part of the program. Many times a combination of these focuses is recommended for a given child. This ability to diversify teaching approaches reinforces the individuality of the program for each learner. It does not mean that each child is in a different place in the basal. It does mean that some children will be more successful, for example, if instruction focuses on language experience rather than functional language strategies or on comprehension rather than motivation.

Consult Reading compatible with other approaches. A particularly useful and appealing aspect of using Consult Reading is that it will augment a teacher's ability to succeed, no matter which philosophy, method, or approach is used. In fact, it will tend to increase the potential for success since it starts directly with the focus(es) most likely to succeed with a given learner.

Flexible time acceptable. It has become vividly apparent that a finite number of hours are not required in order to achieve success with Consult Reading. Much more important appears to be the creativity and appropriateness of an activity for a given learner. This can happen in minutes or hours. As long as it does happen, required amounts of time do not appear necessary.

Recommendations

We urge readers to review recommendations from the preceding projects (1991-92, 1993, 1993-94). They are still valid. The following recommendations have grown specifically out of this year's project.

Learners

Include classmates. The question of whether to include other classmembers in Consult Reading activities has come up throughout the four projects. Our response is that even though the Consult Reading recommended focuses were targeted for the selected few learners in a given classroom, instruction for the other members of the class may certainly include some of the Consult Reading strategies when it is apparent that the class members would like to be included in the activities. The strategy booklet (Newman and Metz, 1988) yields a host of useful approaches which can easily be adapted for small or large groups, and since all learners seem to learn best when interested, we recommend that these sparks of interest be used to light the fires of learning for all class members, whether they are in the Consult Reading program or not.

Trade books supplied through project monies should also be shared with all classmembers incorporating a checkout system to keep track of books.

Peer tutoring. One teacher commented that she had observed "how students.... learn and teach each other" (63, grades 1-3). Another teacher commented how important it is "to let students be more creative, share ideas..." (64, grades 1-3). These teachers have discovered the power of peer tutoring and cooperative learning. These opportunities, especially in the multi-level classroom, should be expanded to increase the amount of learning within the classroom.

Dissemination. Given the success of the Consult Reading recommendations for inner-city and other children and youth having difficulties with reading, there should be developed a means of making these instructional recommendations available on a much wider basis, perhaps through the sponsorship of the ERIC (Educational Retrieval Information Center) centers' online program.

Teachers

Onsite coordinator. Identify and pay an onsite coordinator to mentor teachers just coming on board in the use of Consult Reading. This person should also be responsible for regularly collecting information from participating teachers for submission to the Reading Practicum Center.

As communication technology becomes more readily accessible to the schools, communication between individual teachers and the Consult Reading staff of the Reading Practicum Center should be easier. This past year the possibility of faxing materials was added. E-mail would further enhance the communication possibilities.

Participation. Delimit teacher responsibilities, especially the first year. Too many responsibilities will water down the possibility of developing appropriate instructional packages for the Consult Reading children.

Materials

Assumed

Lined writing paper
Construction paper
Manila paper

Scissors
Paste
Crayons
Markers

Trade books
Source books, i.e., dictionaries

Certificates

Desirable

Games
Paper Cutter
Computer(s)
Maps
Children's encyclopedia
Drymount press

Flexibility. Teachers who are flexible and creative in their approach to teaching are usually the most successful in the Consult Reading program. Flexibility is going to be a needed teacher asset in all programs as schools change to meet the challenges of the future. Teacher training must begin to prepare teachers to meet this need.

Materials. In addition to normal classroom supplies such as construction paper, manila paper and writing materials, thought should be given to regular enhancement of classroom trade book collections.

Libraries. Both classroom and school libraries are an important aspect of the Consult Reading program for individualized reading. To become successful readers, children need reading material that is easy and of interest. Inexpensive books can be found at library and garage sales to add to classroom libraries. If 30 books a year were added, the classroom library would soon provide trade book reading materials for all children in a classroom.

Parents

Encourage participation early. As soon as the Consult Reading program is initiated in a school, parents should be apprised of its goals, activities, and why it works. Their support should be enlisted. A general meeting with parents, teachers, and Consult Reading staff should be held early in the year. Parents should be alerted as to what to look for to be sure it is working.

Parents should also learn about supporting the growing success of their child at both school and home. They should be given ideas about reading with their children at home since learning minimizes both the frustration of the parent and child behaviors become more positive.

Keep in touch. Send memos or newsletters to parents over the school year telling of learner progress and ways parents might involve themselves in their child's education. One of the most cherished programs in a local program for emerging welfare mothers is the parenting class. Regular communications with young mothers can serve to build needed bridges with school as well as give tips on how to support their children at home.

Although at times it has seemed difficult to engage inner-city parents in school projects, the willingness of South Avondale parents to do so suggests that either public sentiment in this regard has improved or the South Avondale chemistry is such that parents feel warmly included. Whatever the reason, the current, and long overdue, emphasis on family literacy supports the imprtance of developing genuine interaction between home and school (See Melton, 1945).

Learning steps in communication. Parents should be encouraged to understand that principal and project coordinators, as well as teachers, are actively supportive of the project. If possible, have project coordinators meet with parents. Sometimes the appearance of these "outside' persons adds credence to an effort. Parents should, in turn, be supported if they make contacts with the participating personnel.

Using the School Library

1. Before and after school
   - to browse
   - to check out pleasure reading
   - to find materials for an assignment

2. During school
   - on a regular basis by classrooms
   - to visit with librarian about a special author
   - to find materials for an assignment

3. To enjoy or learn to use the facilities
   - nooks and crannies
   - bean bags
   - lofts
   - computers
   - audio-visual equipment
   - reference materials, including atlases and encyclopedia
   - periodicals, including newspapers and magazines for children

Final Note

A review of the three Consult Reading projects conducted at South Avondale Elementary School from 1993 to 1995 reveals consistent outcomes that have significance for education generally and for Reading education specifically.

1. In 1983 Dr. Nicholas Fattu fervently declared, as we began exploring, adapting, and integrating Consult (R) to Reading education, that it is possible to harness proven educational principles and practices and make them accessible to the field of education. Consult Reading has shown, that rather than having to start by reinventing the wheel, new educational discoveries can have an expert base upon which to build.

2. A significant outcome of the three-year South Avondale projects is the confirmation that inner-city children--some of whom are high risk--can experience success as readily as have hundreds of children who have passed through the Reading Practicum Center at Indiana University (Bloomington) in the past twenty years. At South Avondale, neither ethnic background nor family structure (single-parent, for example), was a deterrent in learner success.

3. The application of Consult Reading's advanced technology to the needs of troubled readers produces cost-effective instruction, even as it develops efficient, effective, flexible teachers.

4. Consult Reading provides an individualized focus for teacher, while reinforcing the value of approaches known to, if not practiced by, most teachers. The appropriate focus makes the difference.

5. Changes in a learner's affect and attitude, which occur through the use of Consult Reading, are likely to precede positive success in classroom performance.

6. As discovered by many teachers who use Consult Reading when working with lower

achieving children, building on the interests of the learners pays big dividends.

7. When approached appropriately, many parents are willing to be engaged as partners in the Consult Reading educational experience of their children. Focussing their efforts at home in line with Consult Reading recommendations tends to support their children's efforts at school.

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CONSULT-I (R) READING

TAXONOMY

To complete a learner profile, choose the one value (answer) for each feature (question) that most accurately describes the learner. If more than one value applies to the learner, choose the one that has the greatest impact on the learner in relation to language learning. If there is insufficient evidence available to make a choice, choose "not able to judge." If none of the values apply, choose "no evidence."

1. **WHAT PLACE DOES THE LEARNER HOLD IN RELATION TO SIBLINGS?**

1 oldest child
2 middle child
3 youngest child
4 only child
5 twin or multiple
8 not able to judge
9 no evidence

2. **WHAT LEVEL OF EDUCATION HAS THE MOTHER OF THE LEARNER COMPLETED?**

1 eighth grade or less
2 ninth through less than twelfth
3 high school diploma or GED
4 some college, vocational, or specialist training
5 college degree
6 currently attending school
8 not able to judge
9 no evidence

3. **WHAT LEVEL OF EDUCATION HAS THE FATHER OF THE LEARNER COMPLETED?**

1 eighth grade or less
2 ninth through less than twelfth
3 high school diploma or GED
4 some college, vocational, or specialist training
5 college degree
6 currently attending school
8 not able to judge
9 no evidence

4. WHAT TYPE OF OCCUPATION DOES THE **FATHER** OF THE LEARNER HAVE?

1 unskilled
2 skilled
3 highly skilled
4 management
5 professional
6 househusband
7 student
8 not able to judge
9 no evidence

5. WHICH OF THE FOLLOWING **CULTURAL QUALITIES** OF THE LEARNER'S **FATHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 education / positive
2 education / negative
3 occupation / positive
4 occupation / negative
5 cannot read / negative
6 reads to child / positive
7 reading model / positive
8 not able to judge
9 no evidence

6. WHICH OF THE FOLLOWING **CULTURAL QUALITIES** OF THE LEARNER'S **MOTHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 education / positive
2 education / negative
3 occupation / positive
4 occupation / negative
5 cannot read / negative
6 reads to child / positive
7 reading model / positive
8 not able to judge
9 no evidence

7. WHICH OF THE FOLLOWING **INTERACTIONS** BETWEEN THE LEARNER **AND THE FATHER** HAS THE GREATEST IMPACT ON THE LEARNER?

1 working together / positive
2 playing together / positive
3 cultural, educational, organizational activities / positive
4 cultural, educational, organizational activities / negative
8 not able to judge
9 no evidence

8. WHICH OF THE FOLLOWING INTERACTIONS BETWEEN THE LEARNER AND THE MOTHER HAS THE GREATEST IMPACT ON THE LEARNER?

1 working together / positive
2 playing together / positive
3 cultural, educational, organizational activities / positive
4 cultural, educational, organizational activities / negative
8 not able to judge
9 no evidence

9. HOW OLD IS THE LEARNER?

1 5 - 6
2 7 - 8
3 9 - 10
4 11 - 12
5 13 - 14
6 15 - 16
7 17 - 18
8 not able to judge
9 no evidence

10. DID THE LEARNER'S PARENT(S) READ TO THE LEARNER BEFORE HE/SHE ENTERED SCHOOL?

1 yes, parent(s) read to child regularly
2 no, parent(s) did not read to child regularly
8 not able to judge
9 no evidence

11. WHAT ARE THE LEARNER'S READING HABITS?

1 does not read
2 reads only for survival (street signs, labels, etc)
3 reads only what is required (for survival and school)
4 reads only school related materials
5 reads only what interests him/her
6 reads regularly
8 not able to judge
9 no evidence

12. WHAT IS LEARNER'S FAVORITE SCHOOL SUBJECT?

1 English
2 social studies
3 math
4 reading
5 health and physical education
6 home economics or shop
7 music / art
8 science
9 no evidence

13. WHEN **LISTENING**, AT WHAT **LEVEL** IS THE LEARNER'S ABILITY TO **COMPREHEND?**

    1 above grade level
    2 at grade level
    3 below grade level
    8 not able to judge
    9 no evidence

14. WHEN **READING**, IS THE LEARNER'S ABILITY TO **COMPREHEND** A STRENGTH?

    1 yes, a strength
    2 no, average or weakness
    8 not able to judge
    9 no evidence

15. IS THE LEARNER **CREATIVE?**

    1 yes, a strength or average
    2 no, a weakness
    8 not able to judge
    9 no evidence

16. IS THE LEARNER **CURIOUS?**

    1 yes, a strength
    2 no, average or a weakness
    8 not able to judge
    9 no evidence

17. DO ANY OF THE FOLLOWING **CULTURAL PRESSURES** HAVE A NEGATIVE IMPACT ON THE LEARNER?

    1 father / alcoholism / negative
    2 father / language or dialect / negative
    3 mother / language or dialect / negative
    4 parents / divorced / negative
    8 not able to judge
    9 no evidence

18. WHICH OF THE FOLLOWING **PERSONALITY TRAITS** DOES THE LEARNER HAVE?

    1 reasonable self-concept
    2 shy
    3 lacking self-confidence
    4 show-off, cocky, constantly seeks attention
    5 uncooperative and self-willed
    8 not able to judge
    9 no evidence

19. WHICH OF THE FOLLOWING VALUES **SELF MOTIVATES** THE LEARNER?

1 interests
2 willingness to accept responsibility
3 wants to please (love)
4 success
5 competition
6 need for independence
7 religion
8 wants to learn
9 no evidence

20. WHICH OF THE FOLLOWING VALUES PUTS THE GREATEST PRESSURE ON THE LEARNER?

1 parental expectations / positive
2 parental expectations / negative
3 teacher expectations / positive
4 teacher expectations / negative
5 peer pressure / positive
6 peer pressure / negative
7 home situation / negative
8 self-image (handicaps, retention, etc) / negative
9 no evidence

21. TO BE COMPLETED AT END OF SCHOOL YEAR

22. TO BE COMPLETED AT END OF SCHOOL YEAR

23. TO BE COMPLETED AT END OF SCHOOL YEAR

24. WHAT IS THE **ETHNIC** BACKGROUND OF LEARNER?

1 Afro-American
2 American Indian
3 Asian
4 Caucasian
5 Hispanic
6 other
8 not able to judge
9 no evidence

25. WHAT TYPE OF **FAMILY STRUCTURE** BEST DESCRIBES LEARNER'S HOME SITUATION?

1 single parent
2 traditional
3 foster parent(s)
4 living with other family members
5 living with friends
6 other
8 not able to judge
9 no evidence

Proffitt Study Results (1988-89)

Results. The teacher evaluations of the program are shown in Table 1. Totals of the top three rankings yielded the following results:

*100% agreed that the introduction to the program was easily understood.

*100% agreed that the taxonomy was easily understood.

*88% agreed that the profile sheet was easily understood.

*88% agreed that the collection of learner data was efficient.

*100% agreed that the recommendations for individual learners seemed appropriate.

*100% agreed that the strategy booklet's explanations and examples were easily understood.

*89% agreed that the strategy booklet was useful for program development.

*83% agreed that it was easy to implement the recommendations.

*93% agreed that the recommendations were practical for classroom use.

*79% agreed that the support/monitoring by RPC staff was helpful.

The areas which included negative responses were:

*12% disagreed that the profile sheet was easily understood.

*12% disagreed that the collection of learner data was efficient.

*11% disagreed that the strategy booklet was useful for program development.

*17% disagreed that it was easy to implement the recommendations.

*7% disagreed that the recommendations were practical for classroom use.

*21% disagreed that the support/monitoring by RPC staff was helpful.

Comments pertaining to the best part and the weakest part of the CONSULT-I (R) program are shown in Table 2. According to the responding teachers, the strategy booklet with its easy to use, practical ideas was the best part of the program. Other items mentioned included being forced to focus on the individual learner, the recommendations, the support for the classroom teacher, the variety and flexibility, and the individualized approach. As one teacher characterized her experience, the best part of CONSULT-I (R) is "making me look closely at these 5 students! We developed more of a relationship from filling out forms 'together.' I solicited answers from parents on some questions - involving them , too! I'll definitely use (an) interest inventory in the future. My students succeeded because of improved self-concept which I could encourage from the support of your program. I am noticing reading grew the most! I wonder if writing will come as they enjoy reading to a greater extent?"

The weakest parts of the program as seen by the teachers were the collection of data for the taxonomy and implementing the strategies in the classroom.

The learner evaluations (see Tables 3 and 4) concerned with changes in affect showed that:

*73% now enjoy reading more

*79% now choose to read more

*48% now enjoy writing more

*41% now choose to write more.

Changes in attitude (see Tables 3 and 4) according to the evaluations showed

*57% have a better attitude toward learning now

*53% have a better self image.

High success as evidenced by significant progress in the classroom was demonstrated by 31% of the learners. Fifty-eight percent of the learners showed medium success (progress in the classroom) while 11% made little or no progress (low success).

Summary

The results of the study, as reflected in the program evaluations, show a positive reaction to most of the CONSULT-I (R) program. The focus on individualization and the strategies suggested in the booklet, Individualiziing Language Strategies Using CONSULT-I (R), were judged by the users to be very helpful. The negative responses show a need for more written guidance in several aspects of the program: taxonomy, profile sheet, and group implementation.

Learner evaluation reflected changes in affect in reading in a large number of learners and in writing in a moderate number of learners. The difference between the results in reading and those in writing show the need for more emplasis on writing strategies. There were also a moderate number of learners who changed in attitude toward learning and in self-image. The smaller number of learners with change in attitude complements the previous observations of the RPC staff that affect usually changes before attitude.

Discussion

The results of this study suggest that data based diagnostic and treatment recommendations do work, and that through the use of the CONSULT-I (R) program we are now able to provide an answer to the inconsistency of treatment predictions for classroom teachers and reading specialists. Feedback on positive aspects of the program was provided as well as identification of areas where further clarification is needed.

Recommendations

Given the findings, we recommend the following:

1. Continue trials of CONSULT-I (R) with graduate and undergraduate classes. Prepare teachers for the possibility of implementing recommendations for individual learners.

2. Offer CONSULT-I (R) to area schools on a fee basis.

3. Provide more complete written instructions including

   *a taxonomy guide for responding to taxonomy choices

   *written directions for completing the profile sheet

   *suggestions in the strategy booklet for implementing recommendations for group instruction.

Table 1. Teacher Evaluation of Program - Likert Scale Responses

	Strongly Agree 1	2	3	4	Strongly Disagree 5
1. The introduction to CONSULT-I (R) was easily understood.	44%	50%	6%		
2. The taxonomy was easily understood.	33%	55%	12%		
3. The profile sheet was easily understood.	35%	35%	18%	12%	
4. The method of collection of learner data was efficient.	28%	33%	27%	6%	6%
5. The recommendations for individual learners seemed appropriate.	39%	55%	6%		
6. The strategy booklet's explanations and examples were easily understood.	66%	28%	6%		
7. The strategy booklet was useful for program development.	55%	28%	6%	11%	
8. It was easy to implement the recommendations.	44%	39%		17%	
9. The recommendations were practical for classroom use.	53%	27%	13%	7%	
10. The support/monitoring by RPC staff was helpful.	29%	21%	29%	14%	7%

Table 2. Teacher Evaluation of Program - Anecdotal Responses

Best Part

Strategy booklet

Strategy book - wealth of practical, innovative ideas for enhancing curriculum

Provided many easy to use ideas, very practical

Ideas for what to do with student to increase interest in reading

Practical and useful projects to encourage reading and writing

Easy to use, efficient, material targeted well

Pinpointing of specific problem(s) and focusing on problem area to build with specific tactics

Rewarding to know on the right track, forced to evaluate all aspects of learner's environment, understood needs and motivations

Recommendations

Provides more support for classroom teacher

Variety and flexibility

Individualized approach, addressing affect as precursor to reading activities

Weakest Part

Difficult to collect data for taxonomy

Collecting learner data

Some of the items on taxonomy list were confusing

Completing profile sheet

Implementation in classroom environment

Chapter One limitations

Difficulty in implementing program in classroom without training

Most of the methods for improvement were techniques already employed in classroom

Table 3. Learner Placement Pre and Post On Affect and Attitude*

	Low	Medium	High
Enjoys reading	xxxxxoooo	xxxxxooooo	xxooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xooooo	oo
	xxxxx	oooo	
	xx		
Chooses to read	xxxxxoooo	xxxxxooooo	xooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xxooooo	ooooo
	xxxxx	ooooo	
	xxxxx	oooo	
	xxxxx		
Enjoys writing	xxxxxooooo	xxxxxooooo	ooooo
	xxxxxooooo	xxxxxooooo	oo
	xxxxxoooo	xxxxooooo	
	xxxxx	ooooo	
	xxxxx	ooooo	
	xxxxx	ooooo	
	xxxxx	o	
	xxx		
Chooses to write	xxxxxooooo	xxxxxooooo	ooooo
	xxxxxooooo	xxxxxooooo	o
	xxxxxooooo	xooooo	
	xxxxxooooo	ooooo	
	xxxxxo	ooooo	
	xxxxx		
	xxxxx		
	xxxxx		
	x		
Attitude to learning	xxxxxooooo	xxxxxooooo	xxxxooooo
	xxxxxo	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	o
	xxxxx	xxxooooo	
	xxx	ooooo	
		ooo	
Self-image	xxxxxooooo	xxxxxooooo	xxxooooo
	xxxxxoo	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	ooooo
	xxxxx	xxxxxooooo	
	xxxxx	xxxooooo	
	x	ooooo	

x = Pre, o = Post   *Not all teachers responded to all items.

Table 4. Changes in Affect and Attitude Over the Course of the Field Study (1) (Pre - Post).

	L - L	L - M	L - H	M - L	M - M	M - H	H - H
Enjoys reading	4	20	8		9	12	2
Chooses to read	4	23	8		6	11	1
Enjoys writing	14	18	6		13	1	
Chooses to write	21	15	4		9	2	
Attitude - learning	5	20	4	1	13	8	5
Self-image	5	16	5	2	15	7	3

L = Low
M = Medium
H = High

(1) Four to seven months depending on time of entry into study

Ohio Project (1991-92) Results

Findings

To make a decision about a project such as the CONSULT-I (R) Reading Ohio Project, it is necessary to look at both process and product (Farr & Carey, p. 3) -- to look at how well the program functioned as well as what it produced, i.e., the success of the learners. Therefore, both program and learners were assessed. The following presents the findings of that assessment.

Program. The program assessment questionnaire which was completed by the teachers in May 1992 produced the following comments about the first workshop (September 20, 1991). Most of the teachers (83%) suggested that the workshop should be held in August rather than mid-September in order to give more time for planning. They also suggested that the goals of the program needed to be clearer and more time spent on the various forms (anecdotal records, matrices, and learner profiles). Some of them (2) also desired more time spent explaining the strategies. (Questions 1 & 2)

Comments received about changes in the taxonomy reflected a misunderstanding by several teachers of the processes of building the taxonomy and using it to obtain learner profiles. Suggestions included simplifying the taxonomy so the child could answer it. [Note: The taxonomy is not designed for use by the learner. CONSULT-I (R) is an expert system and therefore the taxonomy was designed to be answered by the teacher, a parent, or other knowledgeable adult.] One teacher did suggest that the child's last year's teacher could help complete the profile. Another felt that direct parent input would be helpful.

Another suggestion was to include more questions about families. [Note: Many such questions were included in earlier versions of the taxonomy, but later deleted because they did not prove significant in discriminating between high and low success learners.] There was also concern expressed about including more questions about non-traditional family structures [Note: Feature 25 is concerned with family structure. See Appendix C.]. One teacher did suggest that the child's last year's teacher could help complete the profile. Another felt that direct parent input would be helpful. Several teachers (9) thought the taxonomy was fine as it stood. (Question 3)

A large percentage (92%) of the teachers felt the project made them more aware of the learner's needs and interests. Two teachers noted they were aware of interests and needs early in the year. They commented that they were more focussed both in their teaching (96%) and on specific needs and interests. Two teachers stated that they had had to vary their approach to reading. (Questions 4 & 6)

Most of the teachers (71%) felt that the recommendations were appropriate for their learners. The other 29% felt they were somewhat appropriate. One teacher wrote, "After trying different techniques, I could tell that the recommendations were appropriate." Another stated, "I applied the recommended strategies and got positive results."

There was also some misunderstanding of the recommendations reflected in the comments by a few of the teachers. For example, one teacher commented, "It provided the resources, curriculum necessary to strengthen learner needs, weaknesses." [Note: The recommendations are meant to give the teacher guidance in finding the most efficient and effective way to success for a learner. They do not necessarily describe or pinpoint learner weakness or need. For example, a learner may need better self esteem, but the recommendation may not necessarily be self-concept enhancement but might be any of the other seven possibilities.] (Question 5)

There was a great variation in the amount of time spent by the teachers on CONSULT-I (R) recommendations. The range of time per week was from 5 minutes per learner to 12 hours. Several teachers found it difficult to assess the amount of time as the recommendations were incorporated into the regular classroom program and used with the entire class. (Question 7)

Many different responses were elicited by the question. "What have you done differently....?" These included:

*children making individual books
*children interacting with each other more
*teacher focussing on self esteem issues
*teacher focussing on specific learners
*children making games
*children more involved in learning
*teacher listened more to answers of children
*children got library cards
*teacher implemented strategies sooner and more consistently
*teacher worked with small group

(Question 8)

A majority (58%) of the teachers found it easy to implement the recommendations. Some (39%) found it somewhat difficult. Time appeared to be the greatest concern. Some teachers asked if they might implement the recommended strategies with the entire class. (Question 9)

Responses by teachers on a Likert Scale of 1 to 5 (1 - agree, 5 - disagree), as reflected in Table XX, show that 66% of the teachers felt the CONSULT-I (R) recommendations

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are practical for classroom use. Twenty-one percent of the teachers seemed to be neutral while 13% disagreed somewhat. (Question 10)

Using the same scale, 71% of the teachers thought the support of the RPC staff was helpful and 62% found the site visits/inservices helpful. One fourth of the teachers appeared neutral about RPC staff support and 1 teacher disagreed somewhat. Approximately one fifth (21%) of the teachers seemed neutral about the site visits/inservices and 17% did not find them helpful. (Questions 11 & 12)

The majority of the teachers found the strategy booklet useful (80%), the explanations easy to understand (79%), and the examples easy to implement (75%). Twelve percent apparently did not think the strategy booklet was useful, eight percent seemed to find the explanations somewhat difficult, and four percent thought the examples were somewhat difficult to implement. (Questions 13, 14, & 15)

There was a wide range of responses to the statement "The best part of the CONSULT-I (R) Reading Project is ...." These included:

*individualized
*extra attention received by children
*the strategies
*seeing the success of the learner
*seeing my students' self-esteem grow
*meeting and sharing with colleagues
*exchanging ideas
*working closely with a small group
*being able to use more than one strategy.
(Question 16)

When questioned about the weakest part of the project. The teachers noted:

*time needed for strategies
*time involved in record keeping
*more time needed to understand process
*vocabulary (terminology)
*need to start earlier in year
*clarification needed on program goals
*taxonomy
(Question 17)

-- responses which will be useful in the next project implementation.

When asked what they had learned from their experience with the project, the teachers' answers fell for the most part into three categories: new techniques, focus, and awareness of individual learners. Within the new techniques category, teachers made comments such as:

*I got several different ideas for creative reading teaching
*I have learned many techniques
*It sharpened my tactics for teaching reading.

The focus category included comments on instruction such as:

*I learned to focus more on self-esteem issues
*To focus on certain areas
*How to better focus instruction.

Most of the teachers, responses came in the third category, awareness:

*More aware of looking at each student
*More conscious of individual reactions
*More awareness of what the children...needed.

Other statements outside of these categories included:

*How to involve reluctant pupils
*Practice with anecdotal records
*There are many things that influence a child's ability to read.
(Question 19)

The last section of the program assessment questionnaire asked teachers to respond to the individual goals they had set at the workshop on September 20. Most of the goals concerned learning new techniques while a few teachers were interested in raising the level of their learners in academics and confidence. Two teachers were looking for new materials while one teacher wanted to help her students "enjoy picking up a book to read for sheer pleasure." Representative responses to these goals include the following statements:

*Pupils chose books that interested them. Pupils voluntarily read more, made wiser choices when selecting books.
*They were more willing to try. They felt a part of the group for they were making contributions.
*I do more things in reading that are interesting to the children. In many cases my children understood more when they were interested in a topic.
*I have learned to vary my approach to reading. By mixing strategies it keeps my teaching fresh and the children like doing "different" things in reading. Also weak areas in a student can be strengthened by using multiple strategies.
*Teaching reading has definitely been harder as far as

time is concerned. It takes more time to prepare but the results seem to show improvement when a child is motivated.

*First we have to break through the barriers of environment and family strife. CONSULT-I (R) Reading helped me do this. They directed me to such things as interest, games, language experience, functional language, motivation, and self-concept. Once you have broken the barriers, you can now slowly teach in a more efficient way.

*The learners came to know success and how to attain it. There is a joy in knowing and seeing the changes that you can bring to the lives of your students.

*I tried each day to have my students experience success.

*I have read daily - sometimes twice daily to my students. At first, even though they were interested, their attention span was extremely short. They will now sit listening for 20 minutes and want more. We practice SSR (silent sustained reading) and have had the same positive change.

Learner. Progress made by the learners in the CONSULT-I (R) Reading program is measured by changes in affect, attitude, and overall success, changes which the Reading Practicum Center instructors and students have observed usually precede major changes in the academic progress of troubled readers. Samples of the criteria used for rating these changes are shown in Tables 1 (affect), 2 (attitude), and 3 (success). The changes, categorized into three groups--high, medium, and low,--are now verified through The OA.

TABLE 1
Criteria and Examples for Changes in Affect

High*	Very positive feelings at end of program, many times demonstrated by complete reversal	
	Ex: September	- quiet, shy
	May	- has come out of shell, enjoys participating
	Ex: September	- strong willed, moody
	May	- very happy, high self-esteem, more cooperative
	Ex: September	- quiet, hesitant, fidgety
	May	- confident in her abilities, loves to hear stories
Medium	More positive feelings at end of program, still room to grow	
	Ex: September	- little emotion
	May	- more pride in work
	Ex: September	- very quiet, not eager
	May	- more relaxed, enjoys class
	Ex: September	- immature, seeks approval
	May	- eager to share, wavering self-esteem
Low	Feelings have changed little or not at all, usually negative	
	Ex: September	- unhappy, quarrelsome
	May	- still down on self, immature
	Ex: September	- bored, little interest
	May	- becomes bored
	Ex: September	- introverted
	May	- shy, hesitant, makes up stories

*The learners who began and ended the program with high affect were rated high.

The examples in Tables 1 and 2 were extracted from statements made by the learner's teacher on the Affect, Attitude, Success Matrix at the beginning (September), middle (end of January), and end of the program (May). The teachers had been instructed in the use of the matrix at the workshop in September with further instruction given during the November inservices. The ratings of high, medium, and low affect and attitude changes were made in May by the RPC staff after receiving the final matrix entry from the teachers.

TABLE 2
Criteria and Examples for Changes in Attitude

High*	Very positive outlook at end of program, often demonstrated by complete reversal Ex: September - generally negative May - very positive, knows he can be successful Ex: September - never volunteers, "shrinks" in her seat May - positive, proud of herself and her work Ex: September - attempts to do work May - goal is to make the honor roll
Medium	More positive outlook at end of program, still room to grow Ex: September - not motivated, "do we have to?" May - motivated more, takes more of a part in activities Ex: September - avoids reading May - tries harder, fears failure less Ex: September - does not read on his own May - more positive reading attitude
Low	Attitude has changed little or not at all, usually negative Ex: September - goes with the flow May - "I don't care" Ex: September - generally negative unless interested May - mixed Ex: September - does not participate May - seems to have lost all interest in school

*The learners who began and ended the program with high attitude were rated high.

TABLE 3
Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in September and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

Since the rating for success includes not only the entries on the Affect, Attitude, Success Matrix (Tables 1 and 2) but year long observation as well, it was deemed more appropriate to ask the teachers to rate overall success. They were given the criteria for success checksheets at the last inservice. The teachers were asked to rate their learners and enter the ranking on the learner assessment questionnaire which was returned to the RPC in May.

Changes in affect and attitude, and overall success in the Ohio project are shown in Table 4. Fifty percent of the learners showed a great or high change in affect and 35% a medium change making a total of 85% with a positive change. Little or no change (low) was shown by 15% of the learners. High changes in attitude were shown by 38% and medium changes by 46% for a total of 84% showing positive changes. Sixteen percent showed little or no change. Twenty-nine percent achieved high overall success, 55% medium, and 16% made little or no progress.

TABLE 4
Affect, Attitude, Success

	High	Medium	Low
Affect	55 (50%)	39 (35%)	17 (15%)
Attitude	42 (38%)	51 (46%)	18 (16%)
Success	32 (29%)	61 (55%)	18 (16%)

Further analysis by CLS showed that a positive change in both attitude and affect led to over 95% probability of high or medium success. If, on the other hand, there was little or no change in attitude and affect, then there was only about a 50% chance of high or medium success.

One question on the Learner Assessment Questionnaire which the teachers completed at the end of the project asked if the teachers felt the CONSULT-I (R) Reading program had made a difference to that learner. They were then asked to describe the difference. For 83 (75%) of the 111 learners in the program at the end of the year the teachers felt the program had made a difference. Representative comments made are as follows:

*He was excited about reading and I feel these activities motivated him
*She has more confidence, often volunteering to read aloud or answer questions
*He is able to find books of interest in the library with little guidance. His sense of curiosity has also expanded
*I believe that the extra attention made her feel "special" and helped motivate her

*Without the use of this program, this student's skill level would be lower than it is now.
*This learner is much more cooperative and more motivated in reading.

For the other 28 (25%) learners the teachers felt that the program had either made no difference or they were not sure if it had made a difference. Reasons for this included poor attendance, family problems, learning disabilities, or the teachers had always included these activities in their curriculum.

Standardized test scores were also analyzed for those learners whose pre and post scores were available. Although standardized test scores often become an accepted "final" measure of learner progress, it should be noted, as the results of standardized testing for the Ohio progect are reviewed, that the results of three different tests are presented across the five school districts: CAT, MAT, and CTBS. The data in some schools are incomplete due to family moves, absences, or to children entering late to replace children who dropped out.

The Normal Curve Equivalent Scale (NCE) was used to represent learner scores on the standardized tests. It is the scale used by Ohio districts and we were requested to use it by a district evaluator. Although the NCE (normal curve equivalent) scale is required for federally funded programs such as Chapter I and was thereby adopted for Ohio's Disadvantaged Pupil Program Fund, it is important to note that some researchers consider its use dubious:

> (it) is an ill-conceived normalized scale used in the evaluation of certain federally funded programs. The NCE scale has mean of 50 and standard deviation of 21; the NCE usit is 1/98 of the distance between the 1st and 99th percentiles, expressed in z-score units. (Glass and Hopkins, 1984, p. 67, footnote c)

The following tables show the average pre and post test scores of the learners overall and by school (Table 5) and by grade level (Table 6).

TABLE 5
Average Pre and Post Test Scores Overall and By School

School	N	Vocabulary		Comprehension		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
1	23	34.5	40.2	29.9	40.0	32.5	39.5
2	24	32.6	35.8	42.1	34.4	34.0	32.0
3	15	53.1	38.1	47.2	36.1	50.0	36.7
4	20	41.8	46.7	41.9	42.1	40.6	42.0
5	18	37.7	38.0	38.7	39.1	35.8	36.4
All	100	38.9	39.8	39.4	38.3	37.7	37.2

TABLE 6
Average Pre and Post Test Scores By Grade Level

Grade	N	Vocabulary		Comprehension		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
1	30	32.3	36.8	39.5	34.9	31.8	32.4
2	31	36.0	39.9	33.5	39.7	34.5	37.8
3	15	40.2	42.7	38.7	42.9	38.5	42.1
4	16	52.0	37.4	48.4	40.2	50.2	38.5
5	8	46.0	49.5	45.5	33.1	45.5	41.4

Overall results of the standardized test scores do not show significant change in most categories. In some of the categories the average was skewed by a high pre test score for an individual (for example, 90) which on the post test fell to a considerably lower score (34). In many instances individual scores were found to swing greatly in both positive and negative directions. One must question the circumstances surrounding such changes and the reliability of these scores.

But the individualized outcome analysis facility of The OA or CLS can investigate these individual swings in relationship to the individual pupil. We found that CLS trained with Ohio records is able to predict for an individual pupil a positive or negative change in standardized test scores with an accuracy of 84%. Further examples of results from such individualized outcome analysis are as follows:

The probability of a positive change in standardized test score is:

8% higher if the pupil has strengths in comprehension 'AND' creativity.

17% higher if the pupil has strengths in comprehension 'AND' creativity 'AND' curiosity.

33% higher if the pupil has strengths in comprehension 'AND' creativity 'AND' curiosity 'AND' listening level 'AND' self-concept 'AND' attitude.

Thus individualized outcome analysis using The OA or CLS was able to look at the individual pupil and glean insight not possible from an analysis of average change in standardized test scores.

We need not take a position as to the merit of standardized test scores for the individual pupil. Rather, standardized test scores can be viewed as but one of many indicators of pupil performance. Individualized Outcome Analysis (TM) using CLS or The OA with their capacity to accommodate such multiple measures is thus much more powerful than any single criterion such as standardized test scores.

CLS can predict an individualized outcome of standardized test scores. CONSULT-I suggests the most likely-to-succeed individualized reading strategy for the pupil. This capacity to predict both outcomes on standardized test scores and most effective strategy thus become a double-barreled approach to individualizing student instruction. This similar ability of CONSULT-I and CLS for prediction is not a coincidence, but a reflection of the power of the new method to individualize reading help to the pupil.

A conclusion is that standardized test scores can remain as part of the criteria for evaluating pupil achievement but only as part of the individualized outcome analysis of CONSULT.

In addition, given the recent pronouncement by the National Education Association regarding standardized tests,

> The National Education Association voted Wednesday to oppose statewide or national standardized testing, reversing earlier support.
>
> The 8,500 delegates to a meeting of the nation's largest teachers' union overwhelmingly adopted a resolution against "standardized testing that is mandated by a state or a national authority" and the "use of these tests to compare one school or district to another."

> Instead, NEA officials said other forms of testing academic achievements of students should be used, such as requiring students to collect schoolwork in various subjects in portfolios... (Henry, Tamara, NEA votes..., AP Wire Service as quoted in Indiana Daily Student, 7/9/92, p.3.)

caution should be exercised.

A majority of the CONSULT Project children showed positive gains in affect and attitude. Such gains harbinger future progress in academic pursuits. To place undue emphasis on the standardized test scores at this time may result in a short sighted evaluation of the true outcomes. Our assessment suggests the need, rather, to continue the individualized instruction these children have received in order to assure their continued progress.

Data analysis. Preliminary results in November of the Leave-One-Out test showed the test record's category (strategy recommendation) agreeing with the impartial decision as follows:

*top category	84%	(experimental error 16%)
*top two categories	94%	(experimental error 6%)
*top three categories	99%	(experimental error 1%).

These results demonstrated that the Ohio database clustered well when trained by the Indiana database. At the end of the project, the test was run again including those learners who were added to the program before the end of January. The categories clustered with an accuracy of 95%.

The data analysis carried out by Dr. Patrick at the end of the project included the use of The OA using affect and attitude and revealed some important findings (see Table 7), especially in response to questions posed by legislators in January 1991 concerning ethnic background and family structure. Afro-American learners actually displayed a higher probability of success (.89) than Caucasians (.81) in the CONSULT-I (R) Reading program. Learners from both single parent households and traditional households have an equal probability of success (.88). The probability of success does fall off when the learner is living with other family members (.77) although the chance of success is still high.

It is interesting to note that the two cities in which the most resistant teachers participated had the lowest probabilities of success (Cleveland, .71, and Toledo, .78). The other three cities had extremely high rates of success (.91, Cincinnati and Columbus, and .92, Akron). Apparently, teacher affect and attitude does affect the outcome of the learners.

Cincinnati (1993) Results .

Cincinnati

Introduction

The Grants Administration office of the Cincinnati School District agreed to fund the CONSULT-I® Reading Cincinnati Project at two Urban Demonstration Project elementary schools for the Spring Semester 1993. Before the beginning of the project one of the schools decided that it was too late in the school year to start a new program. South Avondale Elementary decided to participate in the program.

A meeting was held with the South Avondale principal on January 15 to set up the timeline for the program (Appendix D).

Participants

Eight classroom teachers and two Gifted and Talented (GT) coordinators volunteered to participate in the program. The classroom teachers taught first through fourth grade with two teachers from each grade level.

The teachers then chose 5 or 6 learners from their classrooms who were below level in reading. There were 11 learners in first grade, 11 in second grade, 11 in third grade, and 10 in fourth grade for a total of 43 learners. The Gifted and Talented coordinators felt that they did not know their students well enough to complete learner profiles on them as they only met with them one hour a week.

All of the learners were Afro-American. Sixty-seven percent of them lived in single parent homes, 19% in two parent homes, and the other 14% lived in the homes of other family members, friends, or foster parents.

Methodology

The methodology of this project was similar to that of the 1991-92 Ohio project (see Appendix E). The one major difference was the time factor as the present project did not begin until the second semester (February 5, 1993).

Teacher training. A significant aspect of the program is the teacher training provided for the collection of learner characteristic information (the learner profile), the implementation of the instructional focuses, and the process of collecting assessment data. A one-day workshop at the beginning of the project and 3 on-site visits and inservices spread over the remainder of the semester provided this training. Both the project director and research associate were involved in the training presentations.

Procedures

On February 5 an all-day workshop (see Appendix F for agenda) was held with the 10 participating teachers to introduce them to the program and outline the initial steps they would need to take. The background of CONSULT-I® and the Reading Practicum Center were discussed.

Each feature of the taxonomy with its values was individually discussed with examples given. It was noted that although the taxonomy originally consisted of 94 features, it was possible to eliminate all but twenty of those features with the remaining twenty distinguishing most successfully those learners who were successful.

Each teacher participant then completed a sample learner profile for some child in his/her classroom/program with the information they had at hand. They were encouraged to ask questions and make comments as they completed the profile under the supervision of the project director and research associate.

The eight instructional focuses (comprehension, functional language, games, interest, language experience, motivation, self-concept enhancement, and study skills) were introduced through a strategy booklet which provides samples of most successful strategies as extracted from actual case studies (Newman and Metz, 1988). Unit development projects from the RPC were shown to illustrate the various focuses.

The teachers were instructed to choose learners from their classrooms who were below level in reading to participate in the project. The teachers were asked to complete a learner profile for each child chosen and to return the profiles to the RPC by February 19 for processing. These profiles with their accompanying recommendations were to be returned to the teachers at the February 26 inservice meeting. As it turned out a snow storm forced rescheduling of this meeting to March 9 so the recommendations were returned to the teachers through the mail.

Telephone contact was maintained with the school on each Tuesday afternoon at 2:30 p.m. for the purpose of answering teacher questions.

Due to the change in date (from February 26 to March 9 as noted above) the first on-site classroom visits and inservice were conducted by the research associate only. Each of the eight participating classrooms was observed for approximately 15 minutes during the morning of March 9. The inservice was held for an hour and a half in the afternoon. Handouts containing definitions for each instructional focus and affect, attitude, and success were given to each teacher and discussed. (See Appendix G for agenda.)

Implementation of the learner recommendations was discussed with emphasis on the possibilities for using the recommendations across the curriculum. The time factor was also discussed with the note that the amount of time spent could vary dependent on the current implementation but that time should be spent each week on the recommendations.

The anecdotal records (Appendix H) were discussed with the suggestion given that they be completed at the end of each week noting the activities carried out during the week with the learner reactions to each activity. It was noted that these records are "reality checks" for both teacher and RPC staff as they show how well the recommendations were carried through. (Examples of completed records had been given to the teachers in their notebook at the workshop.)

An Affect, Attitude, Success Matrix (Appendix I) was then discussed and the teachers completed one under the supervision of the research associate. They were then given time to complete the others at the end of the inservice.

The second site visit and inservice was April 1. Again, each classroom was observed for 15 minutes in the morning and the inservice was held in the afternoon (see Appendix J for agenda).

At the beginning of the inservice the teachers were encouraged to share any changes they had seen in the participating learners since the recommendations had been implemented. Anecdotal records were discussed in detail with examples given and the teachers were reminded to complete them at the end of each week. Teachers were given time during the inservice to complete one under the supervision of the RPC staff.

A handout concerning the interrelationship of art, music and writing composition was given to each teacher and discussed. A short form of the Chocolate Curriculum, an across-the-content-areas curriculum centered around chocolate and developed for an Indiana University practicum class, was also given to each teacher with the entire curriculum given to one of the Gifted and Talented Coordinators for sharing. This was done to emphasize the relationship of reading and writing to all of the content areas and to demonstrate to the teachers how they could use any of the content areas to carry out the CONSULT-I^3 Reading recommendations.

Chalkboard writing by learners was discussed (each classroom has four small chalkboards on the closet doors) and a copy of Writing: A language arts booster in the primary grades (Reid, Jenkins, Newman, and Parr, 1981) was given to the group to be shared. Several teachers also ordered their own copies. The use of individual slates by each learner was also discussed.

The teachers were asked to complete the second entry on the Affect, Attitude, Success Matrix for each learner on April 15 and send a copy to the Reading Practicum Center.

The final site visit and inservice was May 28. This was changed from the original date of May 20 due to Career Week at the school. Classrooms were observed for approximately 15 minutes each during the morning and the inservice was held in the afternoon.

At the beginning of the inservice (see Appendix K for agenda) teachers were given a copy of their individual goal(s) which they had written at the beginning of the project. They were asked to respond to these goals in writing and turn in their responses at the meeting or with their program assessment questionnaire.

Both program (Appendix L) and learner (Appendix M) assessment questionnaires were explained and a due date of June 7 was established. At this time the teachers would also turn in a copy of their anecdotal records and the Affect, Attitude, Success Matrix with the third entry completed. Attached to the learner assessment form was a set of criteria (Appendix N) for determining the success level of the learner.

Each teacher had been asked to bring learner developed projects to share at the meeting. This sharing was done at the end of the inservice along with many success stories.

Findings

Both process (the functioning of the program) and product (the success of the learners) were examined at the end of the project. The teachers completed one questionnaire concerning the process and a second questionnaire concerning the success of each learner. The findings reported by the teachers in these, along with the Affect, Attitude, Success Matrices and anecdotal records, are presented in the following.

Program. *1 - Suggestions for future schedules of first workshop.* All of the teachers recommended starting at the beginning of the school year. Most said September. One offered September or October. Another offered the beginning of the second semester as an alternative.

2 - Suggestions for changes in the first workshop. All of the teachers responded that the goals of the project were clear. Eighty-eight percent said that learner profiles were adequately explained. Seventy-five percent felt that adequate explanations had been provided for entering the anecdotal records. Eighty-eight percent felt that adequate explanation was provided for the

Affect/Attitude/Success matrices.

Interests

- One boy's interest in dinosaurs earned him a dinosaur for every assignment completed. He also made a book about dinosaurs and wrote to the Museum of Natural History for further information. (#66)
- They have loved writing at the chalkboard (first grade). The Booster book, Writing: A Language Arts Booster in the Primary Grades, is terrific.... All are writing. (#66)
- We used Ninja Turtle books to learn function words. They loved doing it. What Really Happened to the Gingerbread Boys ... and Girls was another favorite. (#68)
- Art production in the whole family has increased due to the awakening of the CONSULT-I® kid. (#63)
- One child asked to stay after school to play the baseball spelling game. (#67)
- All of my children want to be in this (CONSULT-I®) group. (#65)
- He wrote words for the talent show. Now listens and follows directions. He's reading more and he understands that he has to put forth effort. (#64)
- We've done a lot with stories such as The Little Red Hen in which children change characters to suit their fancy. They've created their own weird animals. (#65)
- The children had been primed to share favorite parts of the readers they had completed. They obviously were proud of their books, held in affection by their teacher and, reciprocally, fond of her. She had asked them to share their favorite page in front of the class, telling in complete sentences why they liked it "I liked it because ..." after reading it to us and to the class. The small class, seated in a U shape with the teacher in front, displayed a quiet earnestness about their task. One girl, sitting beside the desk where I had sat down, found the stories quickly and shared them with me.

  And then came the sharing of writing they had done. One boy, intensely interested in cars, shared his report. (He had proudly showed us the book on cars he was reading at his desk earlier.) Another had written a summary of baseball. A third, disciplined for the day and sitting alone by the door, shared his poems. "All About Me" – and others. "He loves to write poems," his teacher had told us. And so we saw the handiwork of an experienced teacher, one who, despite her many years of teaching, was so gracious and receptive that new ideas bore fruit for her within three short months.

[Ed. note. A beginning teacher was consistently "undecided" in her responses to all of these questions.]

3 - Teacher preferences as to length of project. Sixty-two percent of the teachers opted for a two-semester engagement in the project. Twenty-five percent said that they would prefer one semester. One person (13%) said she would like to apply the CONSULT-I® Reading strategies for three-fourths of the year.

4 - Awareness of learner needs and interests. Every teacher mentioned the significance of learning the child's interests and using this knowledge in structuring a reading program. One teacher's particularly descriptive account catches the essence of what CONSULT-I® Reading can accomplish given a supportive teacher.

> The CONSULT-I® Reading Project assisted me greatly in providing strategies that I could use to reach every child by using a wholistic approach. I became acutely aware of the learners' interests by asking each of them to write their autobiography. It came at an appropriate time because we were studying about autobiographies in our reading text. I made it a project for the entire class. After reading the autobiographies of the designated learners, through the strategies recommended I was able to get a clearer insight for each learner. I was amazed at what I learned

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about these designated students. (#63)

[Ed. note: #61-68 denote numbers assigned to teachers participating in the project.]

5 - Appropriateness of CONSULT-I® Reading recommendations. The teachers were unanimous in applauding the appropriateness of the CONSULT-I® Reading recommendations. For example,

- I thought I had tried everything with the students until I used the individualized approach (#61)
- Every one of my children's achievements increased. (#66)

6 - Did the CONSULT-I® Reading recommendations assist you in focussing instruction for your learner? The teachers were unanimous in judging the CONSULT-I® Reading recommendations to have assisted them in focussing instruction. Specifically, they noted that

- the recognition of the effectiveness of interest was a new perception -- "I never considered using the child's interest as a way to gain reading skills or writing skills." (#61)
- they could plan activities that would teach and interest at the same time. (#68)
- individualizing instruction was helpful academically and attitudinally. (#65)
- the recommendations seemed to lead "right to the correct strategies that brought about learning." (#66)
- it really did help to gear the lessons towards their needs. (#67)

Language Experience

- Oh, that's great. We did language experience stories after school.... And we made books! (#61)

Motivation

- The kids read to peers. They get stickers. And they read to make our bookworm grow. (#64)

Comprehension

- He reads without missing every other word now. His word attack has improved tremendously. He reads and comprehends now. Before he stumbled through. (#64)

7a - How often did you implement the CONSULT-I® Reading recommendations? Most of the teachers implemented the CONSULT-I® Reading recommendations at least once a week. One teacher noted that she only did CONSULT-I® activities biweekly for the first two months, but that by the last month she was doing them weekly.

7b - How much time (on average) did you spend with learners and in preparation each week? Time spent per week with learners and in preparation ranged from eight and one half hours to one and a half hours (although this response is ambiguous and may have meant time spent per child). These figures represent more time invested per week this year than during the 1991-92 project.

7c - How much time (on average) is spent in record keeping each week? Time spent ranged from half an hour to an hour and a half per week. One teacher (#62) said she spent "too much"! Her careful, detailed, insightful records, however, reflected the investment.

[Ed. note 1: Money was allotted within the grant for teacher compensation for record keeping above and beyond normal teaching responsibilities.]

[Ed. note 2: One teacher was unable to complete the rest of the questionnaire due to personal problems.]

8 - What have you done differently? The teachers reported having done more with children's interests, more activities, more dictated writing, and more trade books. Two responses in particular caught the changes that occurred in the teachers' activities and behavior:

> - I made booklets, made a lot of parent contacts, learned to keep better records on children having problems reading and how to help children want to read - motivation. I listened to the children longer than ever before. (#61)
> - I focussed more on the needs of the whole child with the intention of helping every child to feel some measure of success in reading. (#63)

9 - Was it easy, somewhat difficult, difficult to implement the strategy recommendations in your classroom? Teachers were evenly split in their responses between easy and somewhat difficult. The direction of the response was often colored, for example, by

1) the size of class

> - I have a very large class. Many needed individual attention. Some students have tested LD. They have many problems. (#61)

2) the type of strategy

> - Some strategies were easy but some were difficult. I found that it was difficult to do writing dictation in the class. (#67)

However, the general direction of the responses was a recognition that "...knowing what the students were interested in made it easy for me to implement the strategies."(#65) There is an interesting side note: "Other students not in program became jealous of other activities of CONSULT-I® Reading learners." (#68)

10 - Are the recommendations practical for classroom use? Three teachers rated the recommendations as preeminently practical for classroom use. Another two teachers responded with a 2 (highly practical) and one teacher with a 3 (practical). None of the teachers perceived the suggestions as impractical.

11 - Was the support of the Reading Practicum Center staff helpful? One hundred percent of the responding teachers rated the Reading Practicum Center staff as helpful assigning ratings as follows: 63% - highly helpful; 13% - very helpful; and 13% - helpful.

12 - Were the site visits/inservice helpful? All responding teachers perceived the Reading Practicum Center staff visits as helpful, 75% of them giving the visits the top rating and 13% rating them very helpful.

13 - Was the strategies booklet useful? Seventy-five percent of the responding teachers found the strategy booklet highly useful and 13% -very helpful.

14 - Were the strategy explanations easy to understand? Teachers reported the explanations easy to understand: 50% marked a 1; 25% marked a 2; and 25% gave no response.

15 - Was there adequate time for strategy explanation in the workshop and inservices? An interesting array of responses occurred for this question. Although we generally have not identified respondents in these findings, and shall not do so by name now, it does seem significant that most teachers, except the one with least experience, rated the time for strategy explanation as adequate.

Functional Language

- They love to play teacher. (#64)
- They've been trading letters and maps of other countries. (#64)
- The CONSULT-I® Club became group/class leaders. (#64)
- We had Career Week last week. They wrote why they wanted to be truck drivers and speech pathologists. Did a book about patients. They did job applications and interviews. (#65)
- We sent letters to another grade. (#68)
- They liked the functional language experience. We wrote letters which they shared with "little people ...." They're sequencing their story panels. (#61)

16 - Were the strategy examples easy to implement? The responses to this question were split along the lines similar to those reported above. Sixty-three percent of the responding teachers reported the strategies easy to implement. Thirteen percent rated them with a "2" (next to the top), and 13% rated them with a "3" (fairly easy).

17 - Are you aware of parent reactions to CONSULT-I® Reading? All parents responded positively in some degree to the specialized attention their children received through CONSULT-I® Reading. As one teacher put it "The parents as a group became more involved and wanted to talk about strategies they could use at home (#66)."

Parental Involvement

- Parent now includes a note in child's lunch box. (#67)
- Teacher and child send home notes in lunch box. (#67)
- Parent now anxious to pick up children after school. (#66)
- Children now reading to them. (#66)
- Children have blossomed. (#66)
- Parents came in (!) to answer profile. (#61)
- All but two parents came to school to discuss children's profile. (#64)
- Children are living a fantasy world (of happiness). Parents are coming in to verify. (#62)
- Many conferences with parents. Most supportive parent ever. Both parents working. (#61)

Inservice meeting, 5/28/93

18 - What was the best part of the CONSULT-I® Reading project? Responses varied. For some the recommendations and strategy booklet were best.

- The strategy booklet and the interest sheet or learner profile fact sheet recommendation. (#61)
- The inventory sheets [Ed. note: interest inventory included in strategy booklet] and the recommendation sheets. (#62)

For others the focus and matching of learner characteristics with appropriate strategy were best.

- Seeing that finding the right prescription for each child and correct strategies, all children can learn. (#66)
- The focussed strategy recommendations and the positive attitudes the students gained toward reading. All of the students enjoy reading. (#67)
- The activities which are correlated according to the particular learner's background. (#68)

While for some teachers the satisfaction of implementing an effective strategy and seeing children improve was best.

- Being able to implement the different strategies and seeing the children show improvement in reading and other subject areas. (#65)
- I was able to see some measure of improvement in every learner that participated, some more than others. It was a pleasure to see smiles on faces that had never been there before. It was rewarding to see children become excited about learning and reading. (#63)

19 - Suggestions for CONSULT-I® Reading project are: Two major recommendations emerged:

1) Provide initial orientation before school starts.

- Do initial orientation to program a week before school begins. Then by mid September you would be able to begin implementation. Record keeping should be open (weekly, bi-weekly, etc.) Time period 1st - 3rd quarter. It would enable you to have quality time and accurate growth data. (#62)
- To start at the beginning of school year and more inservices. (#68)

2) Minimize paper work.

- During the first meeting give an overview of all the paperwork needed to be completed. Make sure to mention to do the paper work right away (Ed. note: This was done.) (#61)
- The CONSULT-I® Reading should have an assistant on a part time basis to assist with the paper work, make parent contact, and help with activities preparation, and assist in grading. (#63)
- To cut down on the paper work. I found myself using a lot of repetition in filling out the forms and evaluation. (#65)

20 - From my experience with the CONSULT-I® Reading project I learned the following. Most of the responses bore on focussed individualization of instruction using one of the most powerful motivators available--the child's own interests.

Because of the special significance of these responses we reproduce them here in their entirety.

Using Literature
(including Individualized Reading)

- We do fairy tales once a week now from My Book of Make Believe. (#62)
- We have storytime every day. Especially enjoyed Two Little Goats Who Wouldn't Stop Fighting, A Nightmare in my Closet (Mercer Mayer), Who Am I? (an All About Me type story) (#62)
- Doris Brett's Annie's Stories: A Special Kind of Story Telling (bibliotherapy). (#62)
- Nonreaders are now reading high interest/low vocabulary books. (#61)
- We're working with multicultural folktales..... I don't have one nonreader now. (#67)

- I learned how to help children not interested in reading and writing gain interest. Furthermore, the nonreaders are trying to read. I learned that it's important to record individual difference of children. Also keep an on-going record of research on every child. (#61)
- A child's interest plays a major role in his/her learning. Once you discover that you can build your curriculum or lessons around it. Learning also becomes fun for the child. (#62)

- Every child no matter what level can experience some measure of success if a wholistic approach such as CONSULT-I® Reading is used on a regular basis. (#63)
- Many different strategies can be used to help motivate the learner show improvement in academics as well as certain behaviors. (#65)
- That there is a strategy that meets every child's needs and will help them achieve. If you find the right motivators every child can learn through his interests. (#66)
- All students want to feel good about reading and that it really doesn't take that much time to change attitudes toward reading. (#67)
- How to prepare lessons to fit the child and how to be sympathetic with students who need extra special help. (#68)

21. *Teacher Goal Response*. In this question the teachers were asked to respond to their individual teacher (i.e., personal) goals for the project as recorded at the first inservice meeting (February 5, 1993). In every case their original goals were met as indicated by a plus (+) in the right hand column.

TABLE I

Teacher Responses to Original Goal Statements

Original Goal (2/5/93)	Response to Original Goal (5/28/93)	Evaluation
I want to learn how to help children having difficulties with basic skills. Such as, learning and remembering the alphabet, also how to help children who can read but cannot comprehend. Furthermore, how do you work with children who don't want to learn or don't value the joy of reading? How do you help older children remain interested in reading and improve Jr. high reading skills?	Due to CONSULT-I® strategies I did see improvement with the alphabet and memorization. The language experience helped student improve comprehension. I held after school sessions with one or more students. We did the interest inventory. The attention they received seemed to spark an interest. We began to play games together and write sentences. We had small little toy snowmen, ice cream cones, skates, etc. The students dictated sentences to me. Then they read them to me. You should have seen the expressions on their faces. They were overjoyed. Try to provide discussion time with them. Read together aloud for short periods of time. Play word games.	+
I hope that this course will give more tools to better help my students. I am always open to learning newer and more effective approaches to teaching reading. Therefore, I should gain more knowledge in taking this course.	This program has provided me with several different approaches. It has also given me a better understanding of some techniques that I had been using.	+

A more efficient method of presenting and teaching reading so that all students no matter what their abilities can achieve an optimum amount of success in the reading area.	The CONSULT-I® gave me a more efficient method of presenting and teaching reading so that all students no matter what their abilities, could achieve an optimum amount of success at their reading level. The CONSULT-I® recommendations caused me to recognize the strengths and weaknesses of the learners. It also provided strategies that I could use in order to achieve my goal. I referred back to the Learner's Profile Sheet to see what the recommended strategies were so that I could use them to help the learner. I sought out ways through these strategies to focus on the needs of each learner so that everyone of them could gain some measure of success. I met the challenge and I am happy to say that I reached my personal goal in each child to some extent. As I continue to teach, I will use this method with all students.	+
I hope to be able to help students in my classroom who are below 4th grade level in reading learn skills that will make them successful readers so that they can pass to the fifth grade and enjoy reading.	I have provided activities that have helped students acquire some of the basic skills that will aid students in reading. The CONSULT-I® project activities helped me to zoom in on areas or specific problems that stumped me. Students who had unusual areas or specific problems to work on usually had to overcome self-control or attitude problems first. Then when the diagnosis of skills deficits by me as well as CONSULT-I® were implemented, improvement took place.	+
To meet the expectations of the child/children being able to read on level in all areas of reading.	The students aren't particularly reading on exact grade level. However, they've shown tremendous improvement especially in the areas they're interested. I am now able to use several different techniques and approaches which this program has offered which made me more aware of the children's interest.	+
I am very interested in the diagnostic and prescriptive portion of this program and hope to implement this into to my classroom. I am hoping to have better insight in how to help my slower students.	Everyone of my slower students have shown very nice gains. Three of my children who were very poor readers are now really reading and wanting to read everything they can get their hands on. The writing skills have improved greatly with all children. One little boy who was never motivated before is now writing stories very well on his own and is doing a little better in completing more classwork. All children can now form sentences and make a complete story. I feel knowing where the weak areas are, learning what motivates each child and building a program for them that meets their needs will all build a good success level and high self-esteem. This program did all of this.	+

Skills to determine what the child's needs are and to implement the skills to increase success for the child.	I thought that the computer recommendations printout was a great help. I think that the suggestions in the handbook were helpful but I would have appreciated more ideas. I saw progress and success in every child, with varying degrees. Next year I would choose different types of students. I would choose those students who are not reaching their potential. Many of the ideas and activities were very easy to implement in the whole class. I would also like to do an interest inventory with every student because they were so helpful.	+
Through this program, I hope to become more proficient in the teaching of reading. I hope that I am able to gain experience using these practices and others.	I think that I have become more proficient in the teaching of reading. The ideas are very useful and it is very important to concentrate on the individual learner. I am now able to use processes that I have already learned and add the new techniques from this program to my repertoire.	+

Learner. The progress or success of the learner in CONSULT-I® Reading is measured by changes in affect, attitude, and overall success. These changes in learners having reading problems have been found by the Reading Practicum Center personnel usually to occur before major changes in academic progress as reflected on standardized test scores. Since the starting date of the project was February and the district testing is in March of each year, standardized test scores were not used as a measurement of learners in the project.

Samples of the criteria used for rating the changes in affect, attitude, and success are shown in Tables 2 - 4. The changes are categorized into three groups -- high, medium, and low. Examples were extracted from statements made by the teachers on the Affect, Attitude, Success Matrix at the beginning of the project (February) and the end of the project (June). The ratings for affect and attitude were determined by the personnel of the Reading Practicum Center after receiving the final entry.

TABLE 2
Criteria and Examples for Changes in Affect

High		Very positive feelings at end of program
	Ex:	Feb - sleepy, dislikes reading, angry, sad
		Jun - happy, content, likes to read
	Ex:	Feb - sneaky, disobedient, strong willed
		Jun - happy, obeys directions, listens, works in group well
Medium		More positive feelings at end of program, still room to grow
	Ex:	Feb - moody, bossy, strong dislike for rules
		Jun - less bossy & moody, likes to read
	Ex:	Feb - loud, rowdy, opinionated
		Jun - more reserved most of the time
Low		Feelings have changes little or not at all, negative
	Ex:	Feb - defiant, dislikes school
		Jun - still defiant, disruptive
	Ex:	Feb - sleeps, uninterested
		Jun - likes storytime, otherwise uninterested

TABLE 3
Criteria and Examples for Changes in Attitude

High		Very positive outlook at end of program
	Ex:	Feb - negative, argumentative
		Jun - really puts forth effort
	Ex:	Feb - evil & mean when corrected or shown how to do assignments
		Jun - accepting of criticism, helpful to others
Medium		More positive outlook at end of program, still room to grow
	Ex:	Feb - semi-positive attitude, rushes through work
		Jun - feels better about own reading, writing
	Ex;	Feb - somewhat positive
		Jun - tries harder, needs positive encouragement
Low		Attitude has changed little or not at all, negative
	Ex:	Feb - negative toward school work
		Jun - still negative
	Ex:	Feb - negative toward work
		Jun - rather play than work

TABLE 4
Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in February and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

The rating for success includes not only the entries on the Affect, Attitude, Success Matrix but semester long observation as well, thus it was deemed more appropriate to ask the teachers rather than the Reading Practicum Center personnel to rate overall success. They were given the criteria at the last inservice. The teachers' ratings were entered on the learner assessment questionnaire which was completed in June.

Learner changes in affect, attitude, and overall success in this program are presented in Tables 5 - 8. Data are missing for four learners who had moved and for five learners in grade 4 whose teacher was unable to complete the assessment questionnaires due to personal problems.

Thirty-six percent of the learners in the program had high changes in affect and 49% had medium changes for a total of 85% of the learners with a positive change in affect. High changes in attitude were reflected in 33% of the learners and 56% had medium changes for a total of 89% of the learners with a positive change in attitude. Twenty-one percent of the learners were rated as high success and 59% of the learners were rated as medium success making a total of 80% of the learners with a positive success rating. (Five of the learners were not rated.) See Table 5.

TABLE 5
Affect, Attitude, Success

	High	Medium	Low
Affect	14(36%)	19(49%)	6(15%)
Attitude	13(33%)	22(56%)	4(11%)
Success	8(21%)	23(59%) (5 unrated)	3(8%)

TABLE 6
Changes in Affect by Grade Level

	High	Medium	Low
Grade 1	5(50%)	5(50%)	0
Grade 2	5(46%)	1(8%)	5(46%)
Grade 3	1(13%)	7(87%)	0
Grade 4	3(30%)	6(60%)	1(10%)

Positive changes (high/medium) in affect were shown by 100% of the students in grades 1 and 3 (Table 6). Ninety percent of the learners in grade 4 demonstrated positive changes in affect and 54% in grade 2.

TABLE 7
Changes in Attitude by Grade Level

	High	Medium	Low
Grade 1	2(20%)	7(70%)	1(10%)
Grade 2	3(27%)	5(46%)	3(27%)
Grade 3	3(38%)	5(63%)	0
Grade 4	5(50%)	5(50%)	0

All participating learners in grades 3 and 4 demonstrated positive changes (high/medium) in attitude while ninety percent of the children in grade 1 showed a positive change. Seventy-three percent of the learners in grade 2 had a positive change in attitude (Table 7).

From the ratings for success given by the teachers according to the criteria in Table 4 all of the learners (100%) in grades 1 and 3 showed success. Seventy-four percent of the children in grade 2 demonstrated success. All of the learners in grade 4 who were rated showed success.

TABLE 8
Changes in Success by Grade Level

	High	Medium	Low
Grade 1	2(20%)	8(80%)	0
Grade 2	2(18%)	6(56%)	3(26%)
Grade 3	2(25%)	6(75%)	0
Grade 4	2(20%)	3(30%) (5 unrated)	0

The teachers were asked to use their judgment to rate the learners on observed changes in self-concept. The categories were great, some, or little. All of the learner who were rated (5 unrated in grade 4) showed improvement in self-concept (Table 9).

TABLE 9
Changes in Self-concept by Grade Level

	Great	Some	Little
Grade 1	5(50%)	5(50%)	0
Grade 2	4(36%)	7(64%)	0
Grade 3	5(63%)	3(37%)	0
Grade 4	3(30%)	2(20%) (5 unrated)	0

The teachers were asked to describe the difference (if any) which participation in the program made to the learner. According to teacher responses for 77% of the learners the program did make a difference and for 10% of the learners it made some difference. The other 13% of the learners were unrated. Representative comments are as follows:

- •self-concept good, wants to share and participate more in class, grades have gone up in all areas, is my true miracle. (#6604)
- •1-on-1 very motivating, settled down, B- in reading (F's last year). (#6702)
- •definitely performed better, her grades have improved, she takes great pride in showing her mother her improved

work. (#6802)

- I believe he writes better, didn't make any effort until we began letter writing. (#6101)
- can read now, before he was not interested in reading, he did not think he could learn how to read, talks more, smiles more, mother very happy. (#6103)
- helped this learner realize she could experience success. (#6303)
- learner has had almost perfect attendance since she has been in the program, she is now one of the best readers in the class, she improved on all tests. (#6305)

[Ed. note: #6101-6806 denote numbers assigned to learners participating in the project.]

Data Analysis. The CONSULT-I® Learning System was used by Dr. Patrick to analyze the data returned by the teachers at the end of the program for each learner. As during the 1991-92 project, the learners this semester who demonstrated a positive change in both affect and attitude had a 95% probability of success in the program.

Other data analysis by the CONSULT-I® Learning System will be included in a technical report to be published at a later date.

Discussion

The first broad goal of the CONSULT-I® Reading project is for the learner

> to enjoy reading (affect), to want to read (attitude) and thus become a better reader (success).

Most of the learners (85%) who participated in the program came to enjoy reading more (positive change in affect) and 89% of the learners came to want to read (positive change in attitude). Eighty percent of the learners (5 were unrated) became better readers (high/medium success). One teacher noted, and undoubtedly all were grateful, for the improvement in the learners.

In the findings it appeared that the percent of learners showing positive changes in affect and attitude were low for second grade. This is probably the result of the variation in starting dates for implementation by the teachers. While most teachers began implementation in late February or early March, according to her anecdotal records, one second grade teacher did not start until April. Her learners, therefore, had a shorter length of time to show changes.

These findings are consistent with the findings in the Ohio project (1991-92) in which 85% of the learners came to enjoy reading more, 84% developed a better attitude toward reading, and 84% became better readers (success).

At the beginning of the project the teachers were asked to select the learners who were having the most problems with reading in their classrooms. Of these learners (5 unrated) the program made a difference for 77%. This appears to be an excellent result as the regular school curriculum had apparently been unable to reach these learners before the CONSULT-I® Reading program began in February. In an additional case the teacher felt that the program would have made a difference if problems at home had been resolved.

From National Assessment results findings (Ward, 1993) are reported that minority children can not or do not perform as well academically as non-minorities. The current project at South Avondale School and results from the Ohio project (Newman & Metz, 1992) in which Afro-American learners had a 89% probability of success in comparison to a 81% probability for Caucasian learners suggest the contrary. Reading Practicum Center personnel had been encouraged in 1991 to include ethnic and family structure data although these features had already been found to be nondiscriminating in the course of the taxonomy development. Further study certainly needs to be pursued; however, these heuristic findings should encourage the recognition that children, when interested in what they are doing and properly motivated, can achieve regardless of color or family structure (see also Bruce, 1992).

The second broad goal of CONSULT-I® Reading is to help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective and that each learner has the greatest chance of success.

All of the responses on the program assessment questionnaire, each in its own way, spoke to the effectiveness and efficiency of CONSULT-I® Reading, both for the children and as an instrument in teacher training.

The Last Inservice...
5/28/93

The last inservice was a bubbly affair. The teachers were eager to continue with their learners and to share student work. They shared vivid examples of the outcomes of parent involvement and spoke of the "awakenings" of the CONSULT-I® children.

The answers to the question concerning teacher learning (Q. 20) were tremendously heartening if one is pursuing the possibility of changing in-service teacher behaviors. These very receptive teachers were responsive to suggestions, tailoring them to the individual needs and possibilities of their children.

One of the revelations of this project and a continuing confirmation of what research has already shown with respect to the role of interest for the reluctant reader was how powerful building on learner interests can be toward contributing to growth in reading. For the past twenty-five years interest has been a prime building block in the successful solving of reading difficulties at the Reading Practicum Center. Almost every teacher in the Cincinnati project commented on how significant interest had been to the progress of the learners.

Most teachers did a good job of reporting, regardless of how much time they spent. Some simply needed more time to tell their story -- not so different from the reactions to other occurrences in the human experience.

Although the **strategy explanations** were perceived by the teachers as easy to understand, there were instances reported in the anecdotal records which suggested that the teachers did not, in actuality, fully understand some of the strategies. This became apparent through inaccurate categorization and lack of explicitness. It is important, therefore, that teacher awareness of category differences be sharpened throughout the project.

Responses of the inexperienced teacher showed that new teachers may need more time than experienced ones to absorb and implement this program.

One interesting note is the amount of parental involvement which seemed to be generated by the program. Teachers reported that some of the parents who helped answer learner profile questions, were willing to have their children participate after school and asked what they could do at home to help their child.
It was also noted that parents were pleased with the progress of their children who had participated in the program.

This was quite a change from last year's project in which, to our knowledge, there was little parent interaction. However, in fairness, we should say that we did not include this question last year, nor did we discuss parent involvement.

Recommendations

[Ed. note: The numbers in the following section refer to the questions on the program assessment questionnaire.]

1. Although these teachers had a highly successful experience with only four months involvement, they voted unanimously to have the **program start** at the beginning of the school year. We concur.

2. One further step should be included in the first inservice in order to further clarify the explanation of the **anecdotal records**. Clear examples of good and poor anecdotal records should be presented through transparency and handouts so that all are seeing,

discussing, and referring to the same thing from day one. For inexperienced teachers it might be useful to set up a monitoring system, "buddies," as it were, for collaboration. This could have the additional advantage of developing a sense of colleagueship and teamwork for both experienced and new teachers.

3. The decision as to one or two semester **length of project** may depend on individual circumstances, especially funding. The South Avondale teachers and children obviously had a highly successful one-semester experience. In our judgment, the eight or nine month engagement is preferable, but one semester has had excellent results and would certainly be preferable to no engagement.

4. Present a fact sheet at the first inservice on research findings as to the **role of interests** for encouraging the reluctant reader to succeed in reading. Consider doing the same for model, motivation, perseverance, and positive pressure -- variables identified in Newman's (1978, 1980, 1985) longitudinal research which were particularly beneficial in the experience of children who had been low readiness in reading in first grade.

Since the teachers in the 1993 Cincinnati South Avondale project were so successful in engaging **parental interest** and cooperation, it might be worthwhile to develop these materials to be parent-accessible, providing specific examples of what parents might do at home to support and extend the teacher's efforts.

5. The **appropriateness of the CONSULT-I® Reading recommendations** continues to be a source of amazement to teachers. The possibility of building on a solid data base and being able to trust the outcomes and recommendations appears to be a giant step forward in education.

A step might be taken of having teachers from the previous year meet with teachers for the upcoming year to discuss most-likely-to-succeed implementations of the CONSULT-I® Reading recommendations. For example, a teacher who knew of a child's love of maps or dinosaurs might share past highlights so the new teacher can build on past accomplishments.

6. The findings suggest some very positive possibilities for teacher training in terms of **instructional focus.** CONSULT-I® Reading calls for teachers to focus their instruction to meet the individual characteristics of the learner unlike conventional instruction in which curricular materials are usually selected months before teacher and learner meet. The South Avondale teachers were receptive and responsive to change. The results showed dramatic improvement in children's performance. However, participation in CONSULT-I® Reading should not be forced on teachers. They should be invited to participate. Such voluntary participation suggests a quality of thinking that may be significant in the degree of success enjoyed by the children.

Although not yet vigorously tested, our observation of teachers in the projects for the last two years suggests that open, receptive, enthusiastic teachers are more likely to carry CONSULT-I® Reading recommendations further than those teachers who are resistant, tepid, or fearful of change.

7a&b. Although as yet unexamined, future work needs to look at whether or not **time**, i.e., **frequency of implementation** is a determining variable in differences in pupil achievement.

7c. **Record keeping** is seldom a joy, but it is vital in documenting change, especially for CONSULT-I® Reading. Perhaps **time** could be set aside on a weekly basis for a team effort in recording results, with 15 minutes or so provided for sharing progress and ideas for overcoming problems. Given such a team effort, the invested time might not be missed so much, while at the same time teachers would enjoy the synergy of shared ideas.

8. Teachers should be encouraged to recognize that the **things they did differently** are the very **changes** that will result in positive **changes** in children's behaviors and performance. As mentioned above "briefs" or fact sheets on the effect of model, interest, perseverance, and positive pressure should be provided at the opening workshops and frequently revisited during the year. Teachers should be given special recognition for implementation.

9. Use of aides, paraprofessionals, student interns, or parents could alleviate some of the **difficulties in implementing** the more individualized strategies. For example, teams might take language experience stories--one take down the dictation, another be in charge of typing and making copies or pamphlets of the children's work.

10. The search for **practicality** must be continued. Variations on the strategies now described in the strategies booklet--such as the Chocolate Curriculum, and art and music handouts--might be presented with particular emphasis on adaptations for classroom usage.

11. Use CONSULT-I® Reading-trained teachers with one or more years' experience as mentors for new teacher participants.

12. Even though the **site visits/inservices** were viewed by the teachers as helpful, they might be further strengthened by Reading Practicum Center personnel responding to anecdotal records during the inservice visits. For example, if observers could review the anecdotal records while in a given classroom, this could bring more immediacy in their responses to the teachers in the inservice which follows.

One semester with monthly inservices hardly allows time to bring the quality of the Anecdotal Records, for example, to a higher level of clarity. However, given the careful attention the teachers gave to the completion of these records, they turned out well; even in this short semester. Given monthly inservices, over the course of a year, practice could be offered in the refinement of the anecdotal records.

13. Complete reading of the strategy booklet prior to the opening of school might further enhance the usefulness of the booklet.

14. It might be useful, throughout the inservices, to clarify, with good and poor examples, the intent and implementation of the strategies.

15. Consideration might be given to providing a "training caboose" for inexperienced teachers, a **time** when they could ask questions or discuss results without their experienced colleagues.

16. As indicated in preceding recommendations, it might be useful to provide teachers with brief descriptions of how teachers in preceding projects **implemented the strategies**.

17. Given the current emphasis on family and intergenerational literacy we find it quite heartening that the **parent reactions** were so positive. We would recommend a direct overtures to parents early in the project, perhaps a letter and a booklet to let them know how they might best support the CONSULT-I® Reading recommendations during and after the project.

18. Teachers identified several "**best parts**" of the project. Therefore, simply sharing these findings with new participant teachers should be encouraged.

19. **Good ideas for future projects** included: "to have scheduled time during the week to do small group activities or to tie-in with ESEA (Elementary and Secondary Education Act) [instruction] ." (#67).

As to **time of initial orientation**, we agree that a week or so before school starts is desirable.

Paperwork for the project, although accomplished by most teachers in less than an hour per week, was a trial for some. One possibility for minimizing repetition in anecdotal records would be to code responses. For example, when a teacher does the same thing with several children, or with one child over several sessions, she might give the description a number or letter the first time, with subsequent codings qualified as necessary.

Reading Practicum Center personnel responses to anecdotal records during and following classroom observations should help to make teacher entries more effective and efficient.

20. Busy teachers take short cuts in recording their victories as well as their defeats. We heard many more success stories than we read in the anecdotal records. To track the full effect of using the CONSULT-I® Reading recommendations we might provide tape recorders for teacher recording of oral observations. These recordings might then be transcribed and returned to the teachers for editing and highlighting. This approach has the added benefit of maximizing the input of a large number of teachers who may be more comfortable working in an oral rather than a written tradition. The reports would be richer. However, the project would have to bear the cost of a full time transcriber.

Conclusions

Once again, we have found that flexible, open, receptive, willing-to-experiment teachers see fine results using CONSULT-I® Reading. These teachers working with children in the midst of life and death situations, many of whom have had little expectation of a life of quality for their students, have had their hope restored. Teacher training institutions should recruit potential teachers with these characteristics as assiduously as the Bobby Knights of the basketball court search for their next stars.

If teacher observations regarding their own learning such as those recorded in this project could be replicated nationally we could revolutionize the experience of the so-called low group child. For, at last, there is a scientific, data-based means of individualizing instruction. Individual children's characteristics can be matched to instructional strategies which will be most likely to succeed using the CONSULT-I® Reading program. The inefficient and ineffective "trial and error" method of choosing appropriate instructional strategies for the individual learner can be left behind and truly individualized instruction can be carried out. Even in a one semester situation, though certainly preferable in two, **teachers** can be helped to be more **efficient and effective** in bringing about positive changes in learners.

One of the authors, conducting longitudinal studies of children who were low group in first grade, found that the variables of model, motivation, interest, perseverance, and positive pressure were significant in the turnaround of these children's experience as adults (Newman, 1978, 1980, 1985). These findings are once again corroborated in the experience of the Cincinnati project, as, indeed, they were last year in the Ohio project (Newman & Metz, 1992), both of which dealt exclusively with inner-city children. This project has shown that it is possible to accomplish **positive changes** in affect, attitude, and success with most likely to fail **inner-city children**, all of whom in this project were minorities, and many of whom were from single parent families. These children can come to feel good about themselves as readers and in the process improved self-concept becomes a product.

Interest continues to play a key role in engaging these urban children whose life experiences cry for the release offered in methodologies such as the language experience approach.

When engaged meaningfully and early in the process, **parents** are interested and willing helpers and can continue to be the long term supporters so desperately needed by these children. And thus is the circle of parent, child, and school completed. The next step surely must be consideration of family literacy in which parents are included as learners in order to break the cycle of illiteracy.

CONSULT-I® Reading Cincinnati Project

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Cincinnati 1993-4

Introduction

At the completion of the CONSULT-I® Reading Cincinnati Project 1993, the participating teachers at South Avondale Elementary School requested continuation of the program for the 1993-94 school year. The Cincinnati City Schools' Grants Administration Office agreed to fund the project for a second year at the school. This project would run for the entire school year in contrast to the 1993 project which ran for the Spring Semester only.

The goals of the project, as in former projects, would be

1. To help teachers focus their instruction through the recommendations for individual learners so that the instruction is more efficient and effective, and that each learner has the greatest chance of success.

2. To help the learner enjoy reading (affect), to want to read (attitude), and thus become a better reader (success).

Participants

Five classroom teachers, two ESEA (Elementary and Secondary Education Act) teachers, and the school librarian volunteered to participate in the project. Three of the classroom teachers and the librarian, who had taught in a classroom last year, had participated in the previous South Avondale project during the Spring of 1993. Of the classroom teachers in the current project, two taught first grade, one second grade, one third grade, and one fifth grade.

Each teacher chose learners who were below level in reading. All of the learners (n = 39) were Afro-American except one who was classified as "other." This child was of mixed heritage. Fifty three percent of the learners came from single parent homes, 40% from two parent homes, and the other 7% lived apart from their parents. There were 11 first grade learners, 9 second grade, 8 third grade, 3 fourth grade, 7 fifth grade, and 1 sixth grade. Of the 39 learners who began the project in October, 31 were still a part of the project at the end in May.

Methodology

The methodology of this project was similar to that of the previous projects, 1991-2 Ohio and Spring 1993 Cincinnati. As with the Ohio project, this one would run for the entire school year.

Teacher training. A fundamental and essential part of the project is the teacher training for collection of data for the learner profile, implementation of the recommended focuses, and learner assessment. This training was provided through four inservices spread over the school year and conducted by the project director and the research associate. (See Appendix E for agendas.)

Procedures

The first inservice was held the afternoon of **October 1** after morning classroom visits. Each teacher was asked to write goals for the project from the learner's viewpoint (Table 1). This differed from earlier projects when they had been asked to write personal goals. These goals would be responded to at the end of the project.

Anecdotal records were discussed in detail as they had been a concern of previous projects both for the amount of time needed to complete and the accuracy of categorization of strategies into the eight focuses. It was suggested that codes be used to denote when the same strategy was used with more than one learner thus saving the need for repetition from one individual's records to another. It was also explained that these records would be read during classroom visits and appropriate comments written at that time to respond to the record. The entire set of records would then be collected at the end of the project.

Since so many teachers in the previous projects had commented on the effectiveness of using learner interests in the choice of materials, it was suggested that interest inventories be used at the beginning of the school year. Sample inventories are included in the strategy booklet (see Appendix F for K-6 sample).

Teachers were instructed to choose their learners and complete a profile for each learner by October 15. These profiles were then processed by the Reading Practicum Center staff using the CONSULT-I® Reading program and recommendations for instructional focuses returned by November 1. Teachers were instructed to begin implementation of the strategies the week of November 1.

At the end of the inservice all new teachers and any teachers who had previously participated who chose to do so were invited to stay for a detailed explanation of the taxonomy and completion of the learner profile. Each feature of the taxonomy was discussed and examples given.

The second classroom visit/inservice was held **November 19**. During the morning visits, the available anecdotal records for each learner were read with appropriate comments noted on them. The last of the learner profiles were collected. (These were processed and returned to the teachers on November 22.)

After lunch, the inservice began with each teacher sharing comments on her learners and any highlights which had occurred during the first three weeks of the project. The first entry of the affect, attitude, success matrix for each learner was collected. A unit on tulips was introduced with lesson plans given to each teacher (see Appendix G for sample). The recommendations coming from the Spring 1993 project which were appropriate to teachers were discussed with emphasis on parent involvement and the use of aides for taking down language experience stories and making books. Teachers were also reminded that entries on anecdotal records could be coded to save time used in recording strategies used for more than one child.

At the end of the Spring 1993 project a request was made for materials such as trade books for use with the learners. Each teacher made up an order for processing by the RPC staff to be purchased with project funds. It was noted at this inservice that teachers did not have materials such as laminating material, manilla paper, or colored construction paper available within the school. A list was also made of these items to be purchased out of project funds and sent to the teachers (Appendix H).

Dr. Zulphi Ahmad, Director of the Grants Administration Office of the Cincinnati Public Schools, attended the inservice.

The third classroom visit/inservice was **February 25**. During the morning each room was visited by the research associate. The inservice was held in the afternoon at which time materials which had been requested by the teachers (see inservice 11/19) were distributed.

Anecdotal records were collected as well as the second entry on the affect, attitude, success matrix. (Anecdotal records had not been read during morning class visits as only one observer was available on this date.) It was reported that some of the teachers were planning on using parts of or variations on the Tulip curriculum.

The teachers were given an opportunity to share about their learners participating in the project and to ask questions. One teacher reported that so many of her students were wanting to read to her from the books they had read at home that it was impossible for her to listen to all of them. It was suggested that she invite parents or grandparents to help.

Discovery Garden: An integrated curriculum (Elkins, et al, 1989) was introduced to the teachers (see Appendix I). A discussion of the possibilities for its use this Spring ensued.

During March the anecdotal records and affect, attitude, success matrices which had been collected at the February inservice were read and critiqued. Written comments were returned to individual teachers at the beginning of April.

The final classroom visit /inservice was held **April 29**. Again, each classroom was observed in the morning. Use of the Tulip lessons and the Discovery Garden curriculum was evident in several of the rooms. The trade books which had been purchased with grant monies were also being used by the children as shown by a mural in one room and caterpillar progress charts in another room.

During the afternoon inservice, critiques of anecdotal records and affect, attitude, success matrices, which had been mailed to individual teachers early in April, were discussed individually. Teachers were then asked to share reactions of parents to the project. They were also asked to share learner products and anecdotes.

The final assessment questionnaires for learners and the program were given to each teacher. Directions were given for their completion with a due date of May 15.

Findings

Both process (the functioning of the program) and product (the success of the learners) were examined at the end of the project. The teachers completed one questionnaire concerning the process and a second questionnaire concerning the success of each learner. Since there was a mix of new teachers and those who had participated in the project last Spring, some of the questions concerning process pertained only to new teachers, some only to those who had previously participated, and some for all teachers. These will be designated accordingly below. (See Appendix J for complete set of responses.)

The findings reported by the teachers on the questionnaires, as well as the Affect, Attitude, Success Matrices are presented in the following. The topic of the questions to which the teachers responded are presented in italics. The numbers in parentheses following teacher quotes refer to specific individuals and their school assignments, i.e. (360, grade 5).

Program (process). 1. (All) *Awareness of learner's needs and interests.* The teachers mentioned that the recommendations and strategies helped them "specify lessons and ... teach toward the student" (360, grade 5). They also reported that CONSULT-I® Reading provided them with "a model to reach the uninterested child" (361, grade 1) and made them "more aware of all the available resources" for their learners to read (367, grade 2).

2. (All) *Recommendations assist in focussing instruction for the individual learner.* The teacher responses in this area are probably best summarized by the following teacher responses:

> The CONSULT-I® Reading Program tailored a special program for each child. I didn't waste my time trying to implement hundreds of concepts that may not help the child. (361, grade 1)

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> The recommendation helped me to build a background of instruction, i.e., a framework that I could begin with, then add to after gaining successes and then create a positive focus for instruction and progress. (362, librarian)

3. (All) *Average amount of time spent each week.* The amount of time each teacher spent on the program varied greatly from one half hour per week to four and a half hours per week. The half hour a week was reported by a non-classroom teacher for those children who were not part of her regular program. Two other teachers did work on the strategies during regular class instruction time but only recorded the time spent outside of class.

4. (All) *Change in instruction.* Seven of the teachers reported changes in instruction such as more individualized instruction, more hands-on activities, use of student interest first, and an increase in reading time. The eighth teacher reported that while her instruction "probably didn't change ... (she) was more aware of the strategies and how helpful they were." (369, ESEA)

5. (All) *Parent reactions.* All of the teachers reported positive responses from parents ranging from "positive but uninvolved" (360, grade 5) to "they were willing to do almost anything I asked to get their child reading." (361, grade 1) One of the parents was so enthused she came to school to take videos of the class.

6. (All) *Influence of supplies purchased through project funds.* The supplies that were purchased included construction paper, manilla paper, pads of award certificates, 3x5 cards for making personalized concentration games, and books. Seven of the teachers were appreciative of the supplies and commented that they were used extensively and helped motivate the children. The eighth teacher said that the supplies helped somewhat but "most of what I used I supplied myself." (360, grade 5)

7. (All) *Influence of unit suggestions (Tulips, Discovery Garden).* (For portions of these units see Appendices G and I.) Half of the teachers reported using the ideas with their learners. Three of these teachers reported great success while the other teacher stated only that she had used the units.

8. (All) *Site visit/inservices.* All of the teachers responded positively to the site visit/inservices. Comments ranged from "what was once mud to me and frustration due to my misunderstanding later became crystal clear as I made honest attempts to use the program" (362, librarian) to

> I loved always having something new to turn to to build instruction. The gifts were wonderful and very useful. The extra lessons were wonderful to incorporate into my curriculum. The visits always seemed to boost me and

> uplifted me to the point I couldn't wait to get back and teach. (366, grade 1)

9. (All) *Best parts of the project.* There was a broad range of responses to this question covering topics such as the children's progress, interest inventories, anecdotal records, recommendations, new ideas and special gifts, involvement of parents, and time for one-on-one teaching.

10. (All) *Suggestions for the project.* As with the above question, there was a variety of answers to this question. The comments included the need for more ideas for the intermediate grades, more inservices, more hands-on activities, use of classroom teachers only as it is difficult to schedule learners not directly involved with you, and keep spreading the good news.

11. (All) *What the teachers learned.* Six of the teachers described how using children's interests and personalizing instruction made a positive difference in the progress of learners. One of the other teachers stated that keeping individualized records on each child is a "great idea. It's neat to reread and note progress." (369, ESEA) The last teacher worked with learners from a variety of levels and discovered that this was difficult as she had little knowledge about the primary level learner.

The rest of the questions were directed either to the new teachers in the project (designated "year 1") or to those who had participated last Spring Semester (designated "year 2"). The findings from these questions are reported below with questions 12 - 15 for "year 1" teachers and 16 - 17 for "year 2." Questions 11 - 14 were rated on a Likert scale of one to five with one being "agree" and five "strongly disagree."

12. (Year 1) *Recommendations were practical.* All of the teachers responded positively to this question which concerned the recommendations for individual learners made by CONSULT-I® Reading. On the Likert scale of one to five all of the answers were either one or two.

13. (Year 1) *Usefulness of strategy booklet.* Again, all of the responses were positive (ones and twos).

14. (Year 1) *Easiness of strategy explanations.* For this question the responses ranged from one (two responses) to three (one response). The remaining response was a two.

15. (Year 1) *Adequateness of project explanation in inservices.* The responses to this question were positive with three of the teachers marking one and one teacher a two.

16. (Year 2) *One semester or two semester format.* All of the teachers

responding to this question had experienced both formats. Three of the them preferred the two semester format making comments that they had more time to choose learners and longer to help the children meet success. The fourth teacher suggested one and a half semesters although she did say that she "did enjoy two semesters better." (361, grade 1)

17. (Year 2) *Influence of a semester of experience*. All of the teachers who participated last Spring reported that it was easier to implement and document instruction this year. One teacher's comment that "because we have been through the program before, things seemed to fall into place faster" (362, librarian) seems to represent the feelings of these four teachers.

The last question on the program questionnaire required teachers to respond to the learner goals they had individually written during the first inservice (October 1). The goals and responses are included in Table 1 below. With two exceptions, all of the goals were fully met.

Table I

Teacher Responses to Original Goal Statements

Original Goal	Response to Original Goal
The learner will be able to enjoy reading in a number of ways and see the success that they've made through the school year. (365)	I'm proud to say that my objectives were met with all of my students. It made me very proud and glad to see the learners' progress, and to see the improvement shown. Using a different variety of ways in teaching reading made it more enjoyable for all of my students, helped me to keep their attention, and made learning fun.
The learner will enjoy independent reading. The learner will explain what he/she has read. The learner will identify word meanings.	Positive - independent reading did increase. Needs work - getting better. Good - still not at grade level.
The learner will select challenging material (to read).	Great - learners are really trying to advance.
The learner will share information pertaining to material read.	Super - the students LOVED sharing.
The learner will develop confidence in reading. (360)	Good - all developed as confident readers.
1. The learner will learn to word for word match while reading. 2. The learner will learn to enjoy reading. 3. The learner will learn to read using basic cues such as visual, meaning, and structural. 4. The learner will learn to be confident about reading. (368)	1. Each CONSULT-I® learner can word for word match when the reading is new or difficult. 2. All my learners like to read orally and silently -- especially books of interest. 3. All my learners can use the basic cues. Visual (does that word look right that I said), Meaning (does that word

	I said make sense), Structure (can we say that word that way?) 4. My learners have come a long way. They need more practice with oral reading, but their confidence has greatly improved.
The child will read with one to one finger matching. He/she will use picture cues. He/she will predict what will happen in the story. He/she will be able to locate known and unknown words. He/she will look at entire word using letter cues to help read across word (sound it out). He/she will have success in reading and feel happy about reading. He/she will take home books, read, share, and return the books. He/she will be able to find meaning in what he/she reads. He/she will be able to write about what he/she reads. (369)	All of the children met some of the goals some of the time. They were at least aware of what they should be doing. After reading I'd ask, "What did you do that good readers do?" They'd usually know it was one of the first three. All felt happy about reading and had success with me. Unfortunately, their classrooms are so large that they tend to get lost in the shuffle. All enjoyed taking books home. They did not have as much success with writing but again I felt I did not see them enough.
The first learner will develop positive self esteem, as well as develop a desire to learn to read (BW).	BW - I reached my goal with BW. He was a very headstrong child. He finally developed a desire to read. What a great accomplishment we made.
The second learner (female, very small child) will learn to print the alphabet and read a book to improve her self esteem.	2 - Thank God, another goal has been reached. She can write her name, print, and recognize the alphabet. Her self esteem has risen day by day. When I think how she began in Sept., this baby brings tears of joy to my eyes.
The third child (a young male of 6 years who just had a birthday) will learn to read sight words. He will also develop an interest in reading. The fourth child will improve his reading skills, enjoy reading and writing. (361)	3, 4 - Both of these boys enjoy reading now. They enjoy writing notes and letters to everyone. Reading has become fun for both of them. I knew they would improve when I heard them say, "I like reading, it's fun to me now."
The children who come to the library for CONSULT-I® I will be provided with background experiences and reading skills that will create a deeper and more concise or exact understanding of reading comprehension or comprehending what they read. (362)	I think that the students who worked with me did make some progress in reading comprehension, but I was not able to provide the vast number of background experiences that I wanted to provide. The objective that I wrote was also inappropriate somewhat for what I should have achieved. I should have written: After assessing children's interests, provide strategies that will change motivation, interest, and other skills relating to reading success and self-esteem.
The learner will read and meet success. The learner will feel good about himself and feel enthused enough, it will carry over into other subjects. The learner will learn to express	All of the above goals have been met by each child.

himself though writing. The learner will feel good enough to participate in class and volunteer to read to the whole class. (366)

The learner will learn to read by phonetically sounding out words and improve reading flow. The learner will use reading as an alternative or choice during leisure time. The learner will increase oral and written vocabulary through daily word usage. (367)

As this year comes to a close, these goals help me to see the progress, if any, the learners and myself have made. Some learners are meeting or exceeding the above goals. I have seen progress being made in one student in his poetry and rap songs he loves to write. I have seen one student improve because his self-concept has improved. The books which spark the curiosity of the students have become a part of their at home work. Some students, however, did not respond as positively. Reading is not their favorite subject and I have seen regression in the skill even with extra help.

Learner outcomes (product). The progress or success of the learner in CONSULT-I® Reading is measured by changes in affect, attitude, and overall success. These changes in learners having reading problems have been found by the RPC personnel usually to occur before major changes in academic progress.

Samples of the criteria used for rating the changes in affect, attitude, and success are shown in Tables 2 - 4. The changes are categorized into three groups -- high, medium, and low. Examples were extracted from statements made by the teachers on the Affect, Attitude, Success Matrices at the beginning of the project (October) and the end (May). The ratings for affect and attitude were determined by the personnel of the RPC after a review of the three entries (beginning, middle, and end) by the teachers.

Table 2

Criteria & Examples for Changes in Affect

High **Very positive feelings at end of project**

Ex: Oct - sad a lot of the time
May - happy & upbeat most of the time
Ex: Oct - very shy
May - eager to read, really enjoys it

Medium **More positive feelings at end of project, still room to grow**

Ex: Oct - quiet, withdrawn
May - quiet, but not as withdrawn, appears to enjoy school
Ex: Oct - whiney
May - more pleasant and cooperative

Low **Feelings have changed little or not at all, negative**

Ex: Oct - whiner, not excited about school
May - preoccupied with life elsewhere
Ex: Oct - moody, ready to fight
May - still moody

Table 3

Criteria & Examples for Changes in Attitude

High **Very positive outlook at end of project**

Ex: Oct - worries that work is being done incorrectly
May - positive, hard worker
Ex: Oct - positive about everything except reading
May - proud of himself in reading

Medium **More positive outlook at end of project, still room to grow**

Ex: Oct - did not want to learn to read
May - much more positive toward school
Ex: Oct - poor, blames others
May - more positive, less moody

Low **Outlook has changed little or not at all, negative**

Ex: Oct - wants to play
May - not serious about learning
Ex: Oct - poor self-esteem
May - negative toward all aspects of school

Table 4

Criteria for Success

High	The learner who has shown high success will have made significant progress in his/her academic achievement. For example, he/she will now be reading on a higher level than in October and/or have a higher grade in reading on the report card.
Medium	The learner will have made progress in the classroom but it will not necessarily be reflected in a higher reading level or grades. It will be based on teacher observation and may include positive changes in affect and attitude.
Low	The learner will have made little or no progress in the classroom.

The rating for success includes not only the entries on the Affect, Attitude, Success Matrix but year-long observation as well. Thus, it was deemed more appropriate to ask the teachers to rate overall success. They were given the criteria at the last inservice and asked to enter the rating on the learner assessment questionnaire completed the first two weeks of May.

Learner changes in affect, attitude and overall success in this project are presented in Tables 5 - 8. Only those children who participated in the project for the entire time are included (n = 31). Table 5 represents the overall project end ratings for affect, attitude, and success. Tables 6 - 8 show the ratings distributed by grade level. There was only 1 sixth grade learner. That child's ratings have been combined with those of the fifth graders.

Twenty-six of the 31 children in the project (84%) demonstrated positive changes in affect, either medium or high; 27 (87%) of the learners in attitude; and 23 (74%) of the learners in overall success.

In terms of **affect** (Table 6) 100% of the children in grades one and three had positive changes. Grade three learners were evenly split between high and medium changes while 88% of the grade one learners had high changes in affect and 12% medium. The other three grade groups had positive changes in affect ranging from 86% for grades 5 and 6 to 57% for grade two. The teacher in the second grade classroom was new to that grade level and at mid year several more learners were added to an already large classroom (total n = 34). Sixty-six percent of the grade four learners showed positive changes in affect. None of the fourth graders worked with regular classroom teachers.

When looking at **attitude**, grades one and three had 100% positive changes in

Table 5

Affect, Attitude, Success

	High	Medium	Low
Affect	17(55%)	9(29%)	5(16%)
Attitude	17(55%)	10(32%)	4(13%)
Success	13(42%)	10(32%)	8(26%)

Table 6

Changes in Affect by Grade Level

	High	Medium	Low
Grade 1	7(88%)	1(12%)	0
Grade 2	3(43%)	1(14%)	3(43%)
Grade 3	3(50%)	3(50%)	0
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	3(43%)	3(43%)	1(14%)

attitude with grade one being split evenly between high and medium changes while 67% of the grade three learners had high changes and 33% medium. Positive changes in attitude in the other three groups ranged from 86% for grades 5 and 6 to 66% for grade four. Seventy-eight percent of the grade two learners demonstrated positive changes (Table 7).

The ratings for **overall success** ranged from 86% of the fifth and sixth graders having high or medium success to 57% of the second graders. Eighty-three percent of the grade three children made progress in the classroom (high or medium), 75% of grade one participants, and 66% of grade 4. (See Table 8.)

In previous projects, many of the teachers had commented on changes in self-concept by the learners. Therefore, the teachers were asked to rate their learners' changes. The categories were great, some, or little.

Table 7
Changes in Attitude by Grade Level

	High	Medium	Low
Grade 1	4(50%)	4(50%)	0
Grade 2	3(43%)	2(28%)	2(28%)
Grade 3	4(67%)	2(33%)	0
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	5(72%)	1(14%)	1(14%)

Table 8
Changes in Success by Grade Level

	High	Medium	Low
Grade 1	3(37%)	3(37%)	2(25%)
Grade 2	2(28%)	2(28%)	3(43%)
Grade 3	2(33%)	3(50%)	1(17%)
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	5(72%)	1(14%)	1(14%)

All of the participating third, fifth, and sixth grade learners were rated as showing changes in self-concept, either great or some. Eighty-seven percent of the first graders and 86% of the second graders also were rated with great or some change. Two of the three (66%) of the fourth grade learners showed a positive change. (See Table 9.)

The learner questionnaire required teachers to describe the difference (if any) that participation in the project made to the individual learner. Teacher response indicated that for 87% of the children, the project made a positive difference. It was felt that the project did not make a difference for 13%. Teachers indicated that this may have been for several reasons: one child was transferred to another room, one

Table 9

Changes in Self-Concept by Grade Level

	Great	Some	Little
Grade 1	4(50%)	3(37%)	1(13%)
Grade 2	3(43%)	3(43%)	1(14%)
Grade 3	4(67%)	2(33%)	0
Grade 4	1(33%)	1(33%)	1(33%)
Grade 5 & 6	4(57%)	3(43%)	0

was too preoccupied with life elsewhere and saw no value in education, one would often forget to come, and the fourth would read only material he had mastered and would not take risks.

Representative comments for positive differences are as follows:

* began as a nonreader, did not want to learn, now can print better, eager to read new books, better attitude toward learning (36103, grade 1)

* wants to pick up a book instead of playing in class, enjoys listening to stories now (36106, grade 1)

* reading skills have gone sky high, has become a leader in his group... (36605, grade 1)

* yes, skills improved greatly, eager to please teacher, parents, and self (36704, grade 2)

* learner tries very hard to stay on task and be more attentive (36501, grade 3)

* Yes! reads selections, takes her time, thinks and is getting right answers. Hallelujah! (36203, grade 4)

* self-esteem high compared to beginning of year, now has friends and is very confident (36003, grade 5)

Discussion

The findings in this project for changes in affect and attitude are consistent with the two previous projects, Ohio (1991-92) and Cincinnati I (Spring 1993). This year 84% of the learners had positive changes in affect while 85% of the learners in each of the other projects showed similar changes. Eighty-seven percent of the children this year had positive changes in attitude as compared to 84% in the Ohio project and 89% in the Cincinnati I project.

In examining overall success, the ratings showing learner progress for this year's project were lower than the previous two with only 74% of the children who completed the project demonstrating success. The Ohio project found 84% of the learners had success while the Cincinnati I project had an 80% success rate.

This apparent drop in success rate as compared to the two previous years may be due to the fact that three of the learners with a low success rating worked with a non-classroom teacher who commented how difficult it was to arrange times to meet with the children. The ones who came before school were often late and the ones who came after school often simply forgot to come.

Two of the other low success learners were in a first grade classroom. One of them at the beginning of the year could not write her name, in fact her teacher commented that her hand was so tiny she could not control the pencil. By the end of the year she knew the alphabet and sounds, could read some of the preprimer, and write her name. The other first grade child had no interest in books, said he was not smart and did not want to learn to read and wrote only in capital letters. He could not sit more than three minutes. By the end of the year he was much more positive about school saying, "I can read now." He also wanted to pick up a book instead of playing and enjoyed listening to stories.

However, neither of these learners seemed to be ready for first grade work at the beginning of the year. At least one of them had had no previous school experience. By the end of the year both of them appeared to have made great strides toward becoming good learners even though they did not come near to successfully completing first grade level materials.

The second grade low success child appeared to be more occupied with life elsewhere than in the classroom. He was "not serious about learning" and saw "no value in education" according to his teacher.

A third grader rated as low success was working with a non-classroom teacher who had no experience working with primary children. At the end of the year the learner was still somewhat frustrated but putting forth more effort and was less of a behavior problem. The child apparently had shown some academic improvement but not enough to be considered better than low success.

The last of the low success children was in the fifth grade. At the end of the first semester the class she was in was split and she was transferred to another classroom. After that she would not talk to her CONSULT-I® Reading teacher who had been her classroom teacher the first semester and seldom came to the sessions. She changed from being a happy, upbeat child to one who was sad and withdrawn. This may have been because she felt the first teacher had rejected her when she was moved to another class.

Given that all teachers were initially requested to choose learners having difficulty with reading, a success rate of 74% appears to be an excellent result. In looking at the comments made about the children with low ratings, several of these children also actually made good progress over the course of the year from where they began. For 27 of the 31 children (87%) who completed the project, it was reported that their participation had made a difference. Again, this seems to be an excellent result.

The responses on the program or process questionnaire also pointed toward a successful project. Teachers became more effective and efficient as they learned to use the recommendations and the interests of the individual children. These teachers seemed to be hungry for new ideas and materials and willing to incorporate them into their curriculum. All of them were eager to work with the child having difficulty in reading and were motivated by their own and each other's successes. Having the time to share during the inservices meant much to these teachers according to the building principal and appeared to carry over in their daily work.

Teachers were encouraged to incorporate the child's interests as they followed the recommendations given by CONSULT-I® Reading. As in previous years, the revelation that working with a learner's interest can make a great difference in the success of a child seemed of paramount importance to these teachers. Those who had participated the previous year realized the importance of using an interest inventory at the beginning of the year and the new teachers also built around the findings of the interest inventory.

After the success with parent involvement during the previous Spring project, parent contact was encouraged and discussed at each inservice. This seemed to help as parents were calling to find out how they could help at home and one mother even came to videotape her child reading to the class! All of the teachers reported positive interest from parents if not actual involvement.

From National Assessment findings (Ward 1993) it was reported that minority children can not or do not perform as well academically as non-minorities. The current project at South Avondale School and results from the Ohio project (Newman & Metz,

1992) in which Afro-American learners had a 89% probability of success in comparison to an 81% probability for Caucasian learners suggest the contrary. Reading Practicum Center personnel had been encouraged in 1991 to include ethnic and family structure data although these features had already been found to be nondiscriminating in the course of the taxonomy development. Further study certainly needs to be pursued; however, these heuristic findings should encourage the recognition that children, when appropriate strategies are used and when they are interested in what they are doing and properly motivated, can achieve regardless of color or family structure (see also Bruce, 1992).

Recommendations

Last Spring in the final report, recommendations were made which corresponded to the questions on the program assessment questionnaire. Many of these recommendations were carried out this year as the project proceeded. For example it was recommended that the project be conducted over **two semesters** which was done.

Another recommendation was the use of **learner interests** within the recommended strategies and it seemed that this occurred to a much broader extent this year. Most of the teachers used interest inventories with the children and commented several times on the success met because the strategy was appropriate and the child was interested in the material.

Record keeping was much improved this year and two of the teachers commented on how helpful and motivating it was to go back and read the anecdotal records to see the progress made by the children. Many times in a day-to-day situation progress made is so small that it is sometimes hard to see. Being able to see it over a greater length of time through the anecdotal records was encouraging to the teachers. (See examples on page following of good and poor anecdotal records.)

Much time was also spent in the middle of the year by the RPC personnel reviewing anecdotal records, interest inventories, and Affect, Attitude, Success Matrices. Appropriate responses were made, both written and oral, to individual teachers and this also seemed to help encourage teachers to keep timely, accurate records. Record keeping seemed to be much less of a hindrance this year.

The recommendations which follow speak specifically to considerations for next year's project as well as to more general CONSULT-I® applications in the future.

EXAMPLES OF GOOD AND POOR ANECDOTAL RECORD ENTRIES

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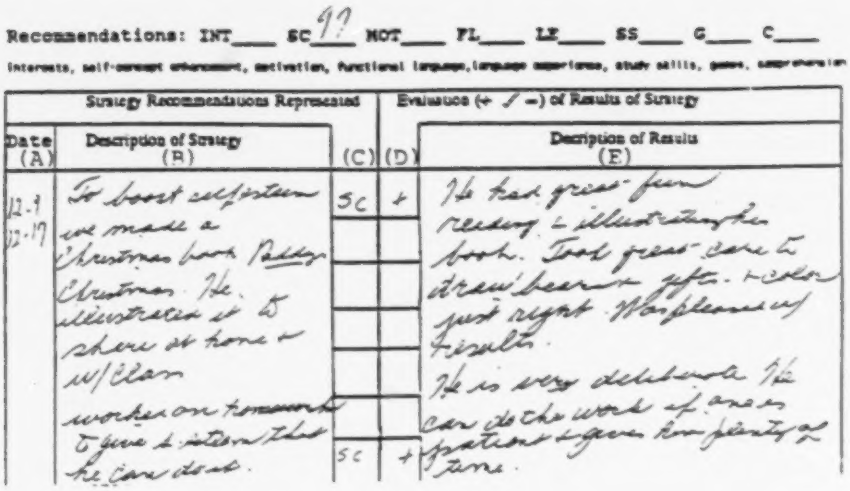

Recommendations: INT___ SC 97 MOT___ FL___ LE___ SS___ G___ C___

interests, self-concept enhancement, motivation, functional language, language experience, study skills, games, comprehension

Strategy Recommendations Represented				Evaluation (+ ✓ –) of Results of Strategy
Date (A)	Description of Strategy (B)	(C)	(D)	Description of Results (E)
12-9 12-17	To boost self esteem we made a Christmas book Billy's Christmas. He illustrated it to share at home & w/class	SC	+	He had great fun reading & illustrating his book. Took great care to draw bears & gifts & color just right. Was pleased w/ results.
	worked on homework to give self esteem that he can do it.	SC	+	He is very deliberate. He can do the work if one is patient & gives him plenty of time.

Strategy is
- described in enough detail to replicate (B)
- consistent with CONSULT recommendations and is identified accurately (C)
- evaluated appropriately (D)

Result is
- described in sufficient detail to evaluate (E)

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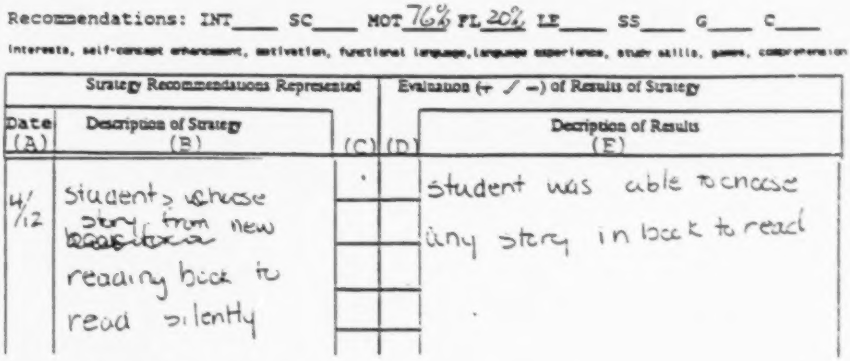

Recommendations: INT___ SC___ MOT 76% FL 20% LE___ SS___ G___ C___

interests, self-concept enhancement, motivation, functional language, language experience, study skills, games, comprehension

Strategy Recommendations Represented				Evaluation (+ ✓ –) of Results of Strategy
Date (A)	Description of Strategy (B)	(C)	(D)	Description of Results (E)
4/12	students choose story from new ~~[illegible]~~ reading book to read silently			student was able to choose any story in book to read

Strategies are not
- described in enough detail to replicate (B)
- identified (C)
- evaluated (D)

Results are
- insufficiently described (E)

Recommendations - Learner

* Pre-first grade classroom -- It was apparent as the year progressed that several children in the first grade classrooms simply needed more time to mature, therefore we recommend inclusion of a pre-first grade room between kindergarten and first grade. The outcomes of Newman's longitudinal research amply demonstrate the wisdom of providing successful experiences for children who might otherwise be labelled failure-prone in their first grade experience. To fail in first grade takes a terrible toll on a child's self-esteem. To succeed at each step in this early reading experience, by contrast, builds a strong foundation for further school experience.

* Minority children -- Once again, results from the Cincinnati 1993-94 project demonstrate that racial background and family structure, i.e., single parents, need not predestine failure in school. Far and away the majority of these inner-city children responded positively to instruction geared specifically to their needs and interests when presented through strategies specifically focussed on their learner characteristics. Even so, continued observation should be pursued as to the effect of CONSULT-I® recommendations for minority children, especially where Caucasian children are part of the sample. In this current project, no Caucasian children were included.

Recommendations - Teacher

* Preplanning -- If it were possible to have teachers meet in August and examine the CONSULT-I® recommendations from the preceding year with the prior year's teachers, it should be possible to build in more continuity to the program.

* Teacher mentors -- Again, we recommend the possibility of teacher mentors when new teachers are brought into the program. These "buddies" could support a sense of colleagueship and teamwork for new as well as experienced teachers beginning the CONSULT-I® program.

* Regular meetings -- Provide regular meeting times -- monthly would be useful, bimonthly would be adequate -- for teachers to share their applications of the CONSULT-I® strategies. One of the substantive outcomes of these previous projects has been the positive effects teachers had when sharing their applications of CONSULT-I®. We seldom had enough time in the inservice meetings to allow all teachers to describe what had happened with their children. Meeting together

periodically to focus on common goals and share the fruitage of their efforts could be immensely reinforcing.

* Videotaping -- Short videotapes of learner triumphs should certainly be included if at all possible.

Recommendations - Parents

* Communication -- Parents proved to be supportive and enthusiastic when they found that their children were participating in a special program. It might be well to write to them early in the school year providing a basic description of the program including the strategy booklet. Then, as soon as the strategy recommendations are available, give these to them, and enlist their involvement in the program. Regular communication as the year progresses with specific results of their children's progress could then enlist their support as meaningful partners.

Recommendations - CONSULT-I® Staff

* Written responses -- The director was unable to attend the second inservice meeting due to illness. However, in order to respond to teacher input meaningfully, she provided detailed analyses of Anecdotal Records and Affect, Attitude, and Success matrices turned in at the second inservice. These detailed appraisals proved to be extremely beneficial to the participating teachers. This process of specific appraisal and written response should be continued beginning with the first collection of records.

Conclusions

Conclusions - Learner

* Learner interests and self-esteem have continued to grow under the application of CONSULT-I® recommendations. We can certainly conclude that these recommendations are on target and are valid. Children's interests within the appropriate strategies continue to be a powerful means of influencing learner affect and attitude, and produce learner success.

Conclusions - Teacher

* The CONSULT-I® strategy recommendations have opened new and specific doors for teachers. They have recognized that the recommendations are useful for their whole class, as well as dynamite for specific children. They have expressed continuing appreciation for their growth in understanding of how to effect meaningful, positive and productive interactions with children.

* We have also concluded that the CONSULT-I® recommendations are as valid for the high risk children included in Reading Recovery, ESEA, or Chapter One as they are for children not included in these programs. In fact; the CONSULT-I® recommendations are likely to be most appropriate for these high risk children as the recommendations are drawn from a data base of similar children. The CONSULT-I® recommendations encourage and free a teacher to combine good judgment and creative initiative with a focused, databased, individualized recommendation rather than setting up specific time and strategy constraints. However, since most teachers are conscientious and anxious to follow instructions they may feel split in their program loyalties unless reassured as to the possible compatibility of the programs. For example, if making individual books or other interest-related projects take off teacher should be encouraged, not constrained by time of strategy limits, to follow development of the project to its logical and successful conclusion.

Conclusions - Parents

* We may conclude that parents, being generally enthusiastic and supportive, are willing allies for a program that shows specific progress for their children.

Conclusions - CONSULT-I® Staff

* Appropriate supervision is conventionally the stumbling block in effecting pre-service as well as inservice change in teacher behaviors. Although we were generally gratified in the willingness of the participating teachers to follow the strategy recommendations, we were also keenly aware of the importance of regular input from the CONSULT-I® staff. Distance and budget prohibited more than four visits per year.

However, continued growth on the part of the teachers will come as we are able to provide enough specific feedback in each step of the proceedings to guarantee that individual teachers know exactly what they're supposed to do.

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CONSULT-I (R) READING CINCINNATI PROJECT

AGENDA

November 10. 1994

8:30 - 11:30 Classroom visits

11:30 - 12:30 Lunch

12:30 - 2:00 Inservice

- Welcome
- Packets
- Overview
  - Timeline
  - Change in program
- Learner profiles
- Recommendations
  - Strategy booklet
  - Definitions
  - Integration into classroom
- Anecdotal records
  - Sample
- Affect, attitude, success matrices
  - Definitions
  - Sample
- Follow-up on Tulips Lessons
- Distribute materials

CONSULT-I (R) READING CINCINNATI PROJECT 1994-95

INSERVICE

January 25 - 27, 1995

AGENDA

Wednesday, January 25

8:30 - 10:00	Plymesser (E) and Bokenkotter (A)
10:00 - 11:30	Tribble (E) and Johnson (A)
11:30 - 1:00	Fegan (E) and DeJulio (A)
2:00	Meeting with Plymesser, Tribble, Johnson, & Bokenkotter
	Followup on records
	Followup on materials orders
	Check grade level of children
	Any children in project last year?

Thursday, January 26

8:30 - 10:00	Westbrook (A) and Johnson (E)
10:00 - 11:30	Plymesser (A) and Bokenkotter (E)
11:30 - 1:00	Fegan (A) and DeJulio (E)
2:00	Meeting with Westbrook, Fegan, & DeJulio
	See agenda for Wednesday meeting

Friday, January 27

9:30 - 11:00	Westbrook (E) and Tribble (A)
1:00	Luncheon meeting with all teachers
	Sharing successes, questions, etc
	Affective classroom
	Pacing in the classroom
	Other

Next inservice will be February 9, 1995. See you then!

CONSULT-I(R) READING CINCINNATI PROJECT 1994-95

INSERVICE

February 9. 1995

AGENDA

9:00 - 12:00 Classroom observations

1:00 - 2:30 Meeting and lunch

- Sharing, questions, answers
- Highlights from visit in January
- Anecdotal records collected
- Materials orders
- Check for complete data
- Bookmaking and Language experience in Rm 105
- Unit development projects
- Next inservice will be March 23, 1995
- Second entry on AAS Matrices due February 24

CONSULT READING CINCINNATI PROJECT 1994-95

SOUTH AVONDALE ELEMENTARY SCHOOL

INSERVICE

March 23, 1995

AGENDA

9:00 - 12:00 Classroom observations

1:00 - 2:30 Inservice and luncheon

Sharing and questions

Response to Anecdotal Records, AAS Matrices

Semantic mapping and other organizers

Materials orders

Classroom tradebook collections

Parent contacts

Next inservice - May 3, 1995

CONSULT READING CINCINNATI 1994-95 PROJECT

SOUTH AVONDALE ELEMENTARY SCHOOL

INSERVICE

May 4, 1995

AGENDA

9:00 - 12:00 Classroom visits

1:00 - 2:30 Inservice and luncheon

Questions and answers

Sharing learner work and progress charts

Responses to anecdotal records and AAS matrices

Assessment forms for learner and program assessment

ALL MATERIALS DUE **MAY 19, 1995**

Anecdotal records for January through May 12

Affect, Attitude, Success Matrices

Learner Assessment Forms

Program Assessment Forms

Online Consult Reading

CONSULT-I (R) READING CINCINNATI 1994-95 PROJECT
PROGRAM ASSESSMENT

1. How did the Consult-I (R) Reading project make you more aware of your learner's needs and interests?

#61 Through the inventory and profile reports it made my job much easier to reach them through their interests and helped me focus on what motivated them to read.

#62 The Consult-I Reading pinpointed the student's interest, which directed the teacher's focus on the child, and the child's needs and motivation to succeed in reading.

#63 The project allowed me more avenues to learn my learners needs and interest. Through the initial questionaire to the reading strategies book, I was able to know the direction to best help my students.

#64 It helped choose various activities, and/or focus my lessons around their areas of interest.

#65 No response

#66 It helped me by letting me know what the learners' needs and interests are.

2. How did the Consult-I (R) Reading recommendations assist you in focussing your instruction for the individual learner?

#61 Upon receiving the recommendations I focussed on the prescribed needs of each child.

#62 Each learner was analyzed and once the recommendations were returned I focused on teaching to that child's learning style.

#63 The recommendations assisted me in focussing my instructions on the individual learner instead of program goals and objectives only.

#64 Very helpful in motivating the students in reading.

#65 No response

#66 I was able to set up lessons that were geared toward a particular individual.

3. Give the average amount of time spent each week in carrying out the recommended strategies.

#61 Approximately 2 1/2 - 3 hours a week in 2 sessions a week after school.

#62 Three hours a week, usually more time was spent with the learners after school.

#63 Average time per week was 60 to 75 mins.

#64 The time spent each week ranged from 3 to 4 hours.

#65 No response

#66 About 1 hour per week.

4. How has your instruction changed this year as a result of the Consult-I (R) Reading project?

#61 I tried new techniques such as using the tape recorder more for dictation of stories and more writing things on board.

#62 I provided after school tutoring sessions one hour twice a week for Consult students.

#63 My instruction changed as a result of this project with the incorporation of more books used in my regular class for many skills' development activities.

#64 As usual, it kept me focused on the children's need. How I should teach to help them become motivated and interested in learning.

#65 No response

#66 I was able to better understand my students and address their needs/interests.

5. A. How many parents did you contact about Consult-I (R) Reading?

#61 5

#62 I worked with all five parents.

#63 5 parents were contacted.

#64 all 5 of them.

#65 No response

#66 I took the first 5 that I was able to contact. I tried 4 other students but I was unable to get a response from their parents.

B. How many parents participated?

#61 5

#62 One parent brought after school snacks, one brought new easy books.

#63 2 parents participated.

#64 3 out of the 5.

#65 No response

#66 5

C. What were parent reactions to the Consult-I (R) Reading project?

#61 Most of them were very interested in the results and 2 of the parents would come every evening just to see what was going on and what progress was going on.

#62 Overjoyed! They were glad their child was receiving additional reading help.

#63 Very interested in helping students be the best readers they can be.

#64 Was glad to know that something is being done to help their child in reading. Could even see the growth in working with them at home.

#65 No response

#66 They were happy because they wanted their child to receive extra help improving his/her reading skills.

6. How did the supplies (paper, books, award certificates, etc.) augment your instruction in the project?

#61 They were great. My whole class wants to use the books at free time and many are wanting to share more at storytime. The awards are being used constantly for reading progress, behavior, etc. Thank you!

#62 Thank you! They were perfect. The children enjoyed the new books. I gave certificates to the students every time they read two easy books. The paper was for projects.

#63 Helped save me from purchasing so many supplies out of my personal pocket.

#64 Very helpful, students loved the books awards, were great for motivation and self esteem building along with other instruction.

#65 No response

#66 The majority of the supplies came toward the end of the year so I couldn't use them to augment my instruction.

7. How did the suggestions for individualized reading and semantic mapping influence your instruction in the project?

#61 I feel every child can benefit from individualized reading and semantic mapping is great, especially for our thematic units.

#62 The individualized reading is a great idea. All children can benefit from it. The children enjoyed mapping their ideas and subjects.

#63 It made me aware of how to use semantic mapping in all subject areas.

#64 The mapping was very beneficial in letting me know what the students knew and what they wanted to learn in certain subject areas. Good for creative writing brainstorming ideas.

#65 No response

#66 It helped by giving me a way to get the student interested. Once the student was interested then he/she had more of an idea about the story.

8. How did the site visits/inservices by Indiana University personnel help you?

#61 I felt the site visits were excellent and we gained so much more knowledge on various ways we hadn't thought of to work with a given child. Many questions were answered that many times we would have to wait on but the help was there when needed.

#62 The site visits provided additional hands on training. The visits also provided question and answer periods during actual lessons with the children.

#63 It encouraged me to continue at the times I felt like giving up! It also allowed me an opportunity to discuss with other staff and I.U. personnel problems and concerns.

#64 As usual they were and are always very helpful. The students enjoyed having them come and work with them in the classroom.

#65 No response

#66 The one-on-one help assisted me in knowing what I was doing wrong and how to correct my mistakes. It also helped me to understand my Consult students' interests and/or motivations.

9. Was it easier to implement and document the recommendations and instruction this year after previous experience with the program? Please explain.

#61 Yes. It's getting much easier. I still get success and attitude mixed up but I have a better insight in how to document findings.

#62 Yes, most of the time. I understood what methods to use with the children. I recently learned how important documentation is to the growth observation and sharing with a parent. I wish the description part could be expressed differently.

#63 No. It was about the same as the first year because of so many outside the classroom responsibilities.

#64 No. I knew what kinds of activities to focus on according to the recommendations given, and most of my students had the same recommendations.

The following questions are for teachers with no previous experience with Consult-I (R) Reading. Answers range from 1 - 5 with 1 meaning agree and 5 meaning disagree.

9A. The recommendations are practical.

#65 No response

#66 1

10A. The strategy booklet was useful.

#65 No response

#66 1

11A. The strategy explanations were easy to understand.

#65 No response

#66 2

12A. There were adequate explanations of the project in the inservices.

#65 No response

#66 1

13. The best parts of the Consult-I (R) Reading project are:

#61 The free materials, the feedback from the consultants through inservice and the knowledge they share. Most of all the strategies that are imparted to help motivate each child in meeting success. The greatest reward is seeing the child's attitude and self-esteem change for the better.

#62 The trainers are most important. They are very positive cheerful people. Very knowledgeable women in reading and understanding children and the teacher process. Secondly, the forms and individized language strategies manual.

#63 That I can use learned strategies and methods with many students within and out of my classroom. It is important to me as a teacher to learn the best and most effective ways to teach my students.

#64 Having Dr. Newman and Mrs. Metz come in to share ideas, suggestions, lessons, activities, and different ways to teach students in the classrooms. Also it's a joy to have them come into the classroom to work with the students.

#65 No response

#66 The one-on-one interaction with the project advisors and the knowledge and ideas of the advisors.

14. Suggestions for Consult-I (R) Reading project are:

#61 None listed.

#62 Work a little closer with teachers to fill out the description of strategy forms more often when the program begins. Maybe give an example or two.

#63 Continue.

#64 That they be able to do more onsite visits.

#65 No response

#66 None listed.

15. From my experience with the project, I have learned:

#61 That all children can learn if the proper strategies are applied. With these strategies one can see the rewards in learning to read by building self-esteem, motivation and playing on interests. Documenting all these are important to see that progress.

#62 That all children can learn and improve their reading if you give them more attention. I also learned that all children want to learn how to read; even if they said they don't care or I don't want to learn.

Finally, documentation is a vital part of the teacher's tools to observe what was used and how effective a certain method was with a particular child. It's just like conducting a long term experiment with variables, etc.

Thanks for all your help and support over the years.

#63 Several things:

1. How to directly help my students in reading.
2. People do encourage and can be helpful if problems occur.
3. New and effective strategies for helping students read.
4. How to order books.
5. How students use regular information, practical experiences and learn and teach each other.

#64 That all students can show some growth and achievement in learning, and it doesn't matter if a student's growth isn't the same as his or her own peers. Learning can be taught in many ways to make it fun, interesting and enjoyable to the students. It is also important to let students be more creative, share ideas, and most of all read to them daily to be a good role model for them.

#65 No response

#66 That students learn and do better when you can address their interests.

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